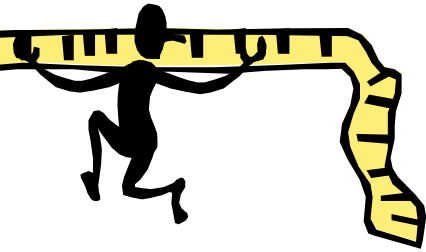


*Health Literacy
Performance Assessments*



HIV/AIDS Prevention

2004 Edition

Adapted by the
Wisconsin Department of Public Instruction
from
CCSSO-SCASS Assessing Health Literacy Project



Health Literacy
Performance Assessments

HIV/AIDS Prevention

Student Services/Prevention and Wellness Team



Elizabeth Burmaster
State Superintendent
Wisconsin Department of Public Instruction
Madison, Wisconsin

This publication is available from:

Student Services/Prevention and Wellness Team
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707-7841
(608) 266-8960
(800) 441-4563

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Wisconsin Department of Public Instruction

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Preface

Health Literacy Performance Assessments 2004 Edition

The Wisconsin Health Literacy Performance Assessments include 16 topical packets and three “Best of the Best” of practical assessment items. There are numerous assessment items in this 2004 edition for use in improving instructional practices. Most of the performance assessments were adapted with permission from the Council of Chief State School Officers (CCSSO)—States’ Collaborative on Assessment and Student Standards (SCASS) “Assessing Health Literacy” project begun in 1994. The Wisconsin Department of Public Instruction (DPI) collaborated with 30 states, CCSSO, and the Harcourt-Brace Psychological Corporation to develop sets of assessment items. To supplement the items provided by the “Assessing Health Literacy” project, Wisconsin educators contributed several assessment items.

Educators from multiple disciplines participated in this project. Family and consumer educators, counselors, nurses, elementary teachers, and physical educators joined health educators to make these performance assessments valuable to all teachers interested in improving health-related curriculum, instruction, and student assessment in the classroom.

The performance assessment items are organized by 16 health content areas and separated by four educational levels:

Elementary
Middle School
Middle or High School
High School

School districts’ use of these assessment items and tools is voluntary. Since the performance items are intended to be part of curriculum and instruction, educators must determine which of these assessments fit within their district’s curriculum in health education, family and consumer education, developmental guidance, and related areas. These assessment tools are valuable resources that can complement other resources to enhance curriculum, instruction, and student assessment on health and safety issues in schools throughout the state. The DPI encourages use of a variety of assessment methods, including those developed by teachers and outside sources. If you elect to use some of the assessment items, follow the same procedure that you would use for any new resource. This may include informing the principal, curriculum director, health education coordinator, department chair, and the school district’s advisory committee overseeing health instruction.

The Department of Public Instruction intends to publish annual editions of Health Literacy Performance Assessments with new items added each year. Educators can submit original, authentic, performance-based assessments for consideration for the next edition of assessment items by mailing them to the following address:

Sharon Strom, Consultant
Family and Consumer Education
Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison, WI 53707-7841

How to Use the Health Literacy Performance Assessments

Performance assessments are standards-based strategies for determining what students know and how they are able to apply health-related concepts and skills they have learned.

Performance events are curriculum-embedded activities that students can complete *within a single class period*. An event might include some limited group work, but the emphasis is on each individual's written response to a problem situation.

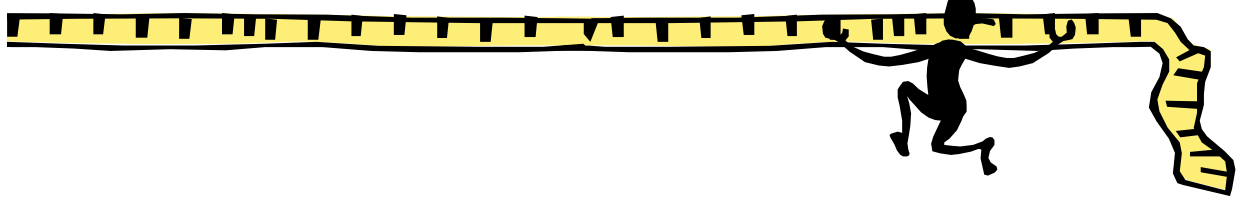
Performance tasks are curriculum-embedded projects that students complete *over an extended period of time* (more than one class period). Students complete some work in groups, but the final product includes one or more components completed individually. Performance task activities create a complex product that shows what students can do.

Both performance events and performance tasks are grounded as much as possible in authentic student experiences.

Use the following strategies to incorporate health literacy performance assessments into your instruction:

- ◆ Diagnose the students' prior knowledge before instruction.
- ◆ Monitor the students' progress during instruction.
- ◆ Determine what students have learned in a unit of instruction.
- ◆ Obtain meaningful data useful in improving the quality of teaching.
- ◆ Decide what content and skills need to be reviewed or (re)taught before assessment.
- ◆ Determine whether students are meeting the standards addressed in the performance assessment.
- ◆ Successfully connect student performance to standards in state-assessed subject areas such as social studies, science, mathematics, or English/language arts, and other required or elective subject areas.
- ◆ Exhibit or display student work on a health topic (for example, collages or posters).
- ◆ Enhance student interest in a health topic.
- ◆ Provide a variety of assessment tools from which to choose so that students can show their knowledge and skills and feel a sense of accomplishment.
- ◆ Visually represent clear and consistent messages throughout the school or in a public awareness campaign.
- ◆ Have students educate peers about healthy living through the performing arts, thus positively affecting both the performers' and the audience's health behavior.
- ◆ Document student learning and talent using student health portfolios.
- ◆ Investigate the impact of a health program on student behavior or the school environment.
- ◆ Replace or supplement standardized and teacher-made true-false, multiple-choice tests.
- ◆ Build the scope and sequence for your health program.
- ◆ Develop effective scoring rubrics and guidelines.
- ◆ Provide meaningful anchor points on a rating scale using samples of student work.

For information on scoring assessments, see Appendix.



Connections to Wisconsin State Health Standards

In 1997 the State of Wisconsin adopted a set of health education standards that reflected the national health education standards. The seven standards are as follows:

- A. Students in Wisconsin will understand concepts related to personal health promotion and disease prevention. (**Disease prevention and health promotion.**)
- B. Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks. (**Health behavior.**)
- C. Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health. (**Goal setting and decision-making.**)
- D. Students in Wisconsin will demonstrate the ability to access valid health information and services. (**Accessing accurate information.**)
- E. Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health. (**Impact of culture and media.**)
- F. Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health. (**Communication skills.**)
- G. Students in Wisconsin will demonstrate the ability to advocate for personal, family, school, and community health. (**Advocacy.**)

In the teacher's instructions section we have now added the brief description of the seven standards above and bold those standards that are covered in the lesson. We hope this will help you map out your units of instruction to include as many standards as possible.



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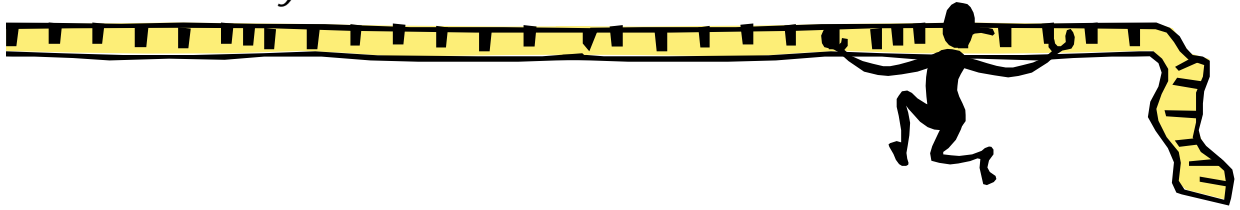
Elementary



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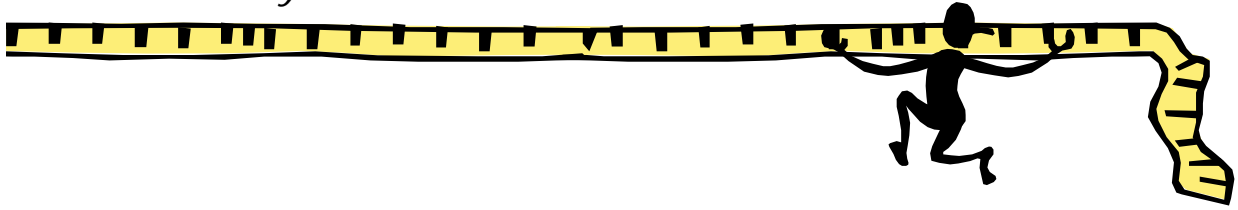
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Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Can We Talk (About HIV)?"**

Educational Level: **Elementary**

Student Instructions

This is a group assessment. I imagine that you are in one of the situations described below. In your small group, discuss the following question, brainstorm your responses, and then prioritize the best way to handle the scenario and how you decided on this response. Record your group's ideas using complete sentences.

Assessment Criteria

Answers will be scored on the following:

1. How well you show that you understand interpersonal communication processes.
2. How well you use these skills to inform or communicate with others about healthful living.
3. How well you perform other skills described by your instructor such as small group interaction, teamwork, self- or peer assessment.

Situation 1:

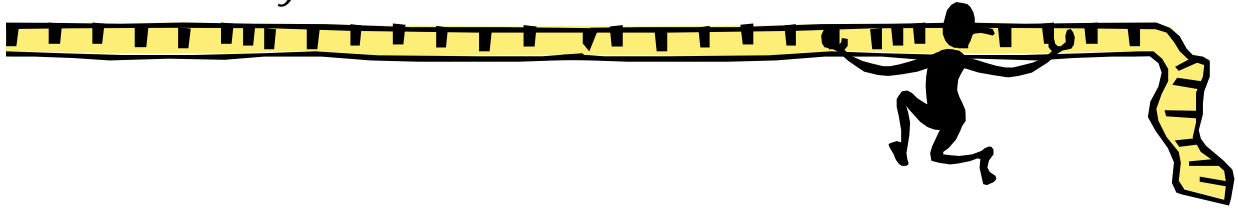
You heard that your neighbor has HIV and you are curious about how he got it. What would be a good way to ask your parents about it?



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Situation 2:

You are assigned to work in a cooperative group with a classmate who has HIV. You are afraid you might get it. What would be a good way to let the classmate know how you are feeling?

Situation 3:

You fell down and are bleeding a lot. What would be a good way to get someone to help you without putting them in danger of touching your blood?

Situation 4:

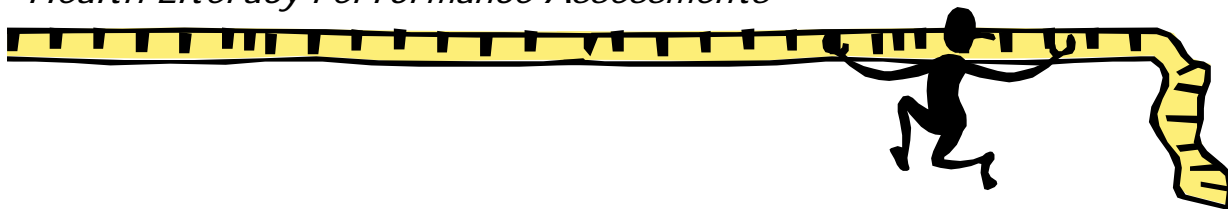
Your teammate got hit in the face with a basketball and has a bloody nose. The coach told you to help by holding your teammate's nostrils shut. What would be an appropriate action to take?



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Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Can We Talk (About HIV)?"**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

Language Arts, Developmental Guidance, Family and Consumer Education, Peer Education Programs (e.g., Families First)

Overview

Students analyze communication situations, brainstorm, and then record the group's response to the situation.

You may wish to add other skills to this performance assessment such as small group interaction, teamwork, or self- or peer-assessment of group process.

Requirements

A class discussion of how diseases can be spread and universal precautions is needed for this assessment.

Time

This performance event can be completed in one class period.

Materials

Each student will need a pen or pencil and paper.



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Instruction

Prior to administering this performance event, instruction on interpersonal communication skills should take place.

Assessment Criteria

Answers will be scored on the following:

1. How well the student shows an understanding of interpersonal communication processes.
2. How well the student uses these skills to inform or communicate with others about healthful living.
3. How well the student performs other skills described by you such as small group interaction, teamwork, or self- or peer assessment.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Situation 1:

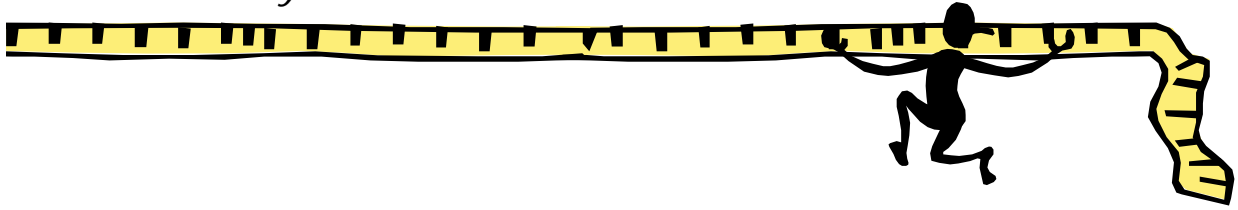
I know that it isn't polite to talk about other people, but Mom, I heard that Mr. Aiken has HIV. The kids were talking about it yesterday. We learned about HIV in school, and I am wondering how he contracted it. I am so surprised and scared to know that someone next door has such a terrible illness.



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Situation 2:

Jenny, I know that we are in the same group, and I want to work with you and get a good grade on this assignment. I didn't mean to act weird around you. I am trying to really believe that stuff we learned in class about how HIV can't be passed by casual contact. Why don't you just tell me if you think that I am treating you badly? I don't mean to.

Situation 3:

Jim, I need you to go and get one of the teachers. I need some help, but you shouldn't touch my blood. Just get a teacher quick and maybe a clean paper towel so that I can hold it over my cut.

Situation 4:

Coach, I don't have any gloves and I don't want to touch his blood. Can Pat pinch his own nose? I'll go and get some gloves from the health room and a roll of toweling.



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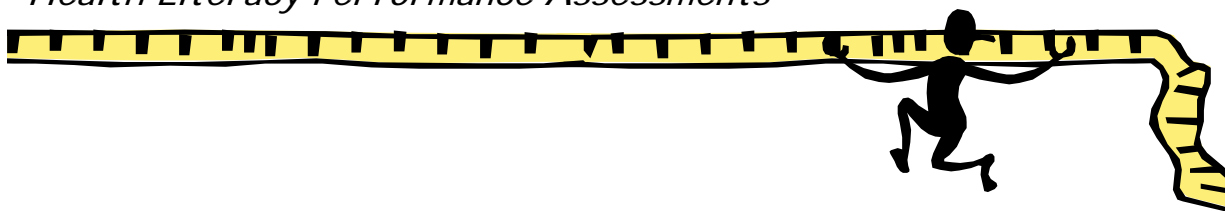
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Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Prevent HIV/AIDS"**

Educational Level: **Elementary**

Student Instructions

In this activity, you will make an HIV/AIDS book. On each page of your booklet is listed a healthy habit. Draw a picture of that healthy habit and print information that explains your drawing so that a student your age can understand your explanation. When your booklet is finished, make a cover and write a title on it.

Your booklet should include the following:

1. A book cover with a title.
2. A page for each healthy habit. List the habit, draw a picture of the habit, and tell about your habit.

Assessment Criteria

Answers will be scored on the following:

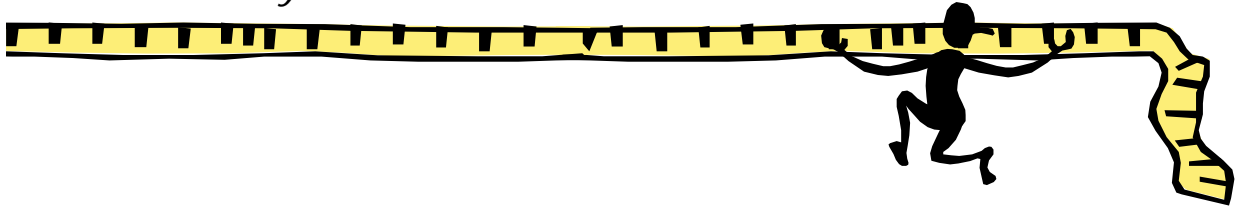
1. How well you understand health information on HIV/AIDS issues.
2. How well you demonstrate an understanding of individual responsibility as it applies to healthy habits.



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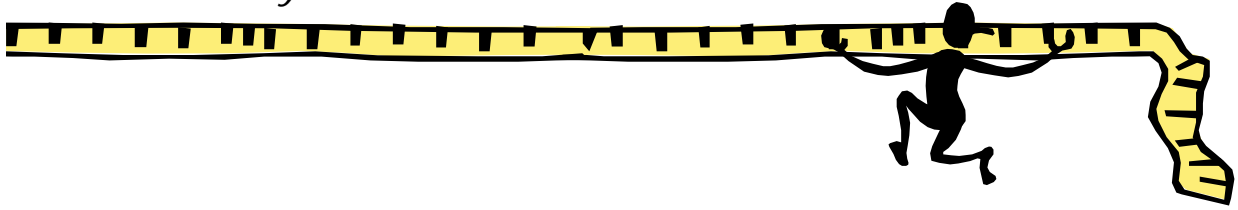
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Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Prevent HIV/AIDS"**

Educational Level: **Elementary**

Teacher Information

Curriculum Connections

Art, Language Arts

Overview

This performance task promotes the practice of health habits.

Requirements

Children in the primary grades will make booklets to promote healthy habits. Each page of the booklet should list one healthy habit, illustrate the habit, and include information about the habit. Students assemble their work into a booklet with cover pages of two sheets of construction paper. They design a cover and give their booklet a title. If time permits, the students could read their booklets to other students. Teachers may want to include pages on other disease prevention.

Time

This task will take several class periods to complete.

Materials

Students will need paper labeled with habits, construction paper, pencils, markers or crayons, and a stapler.



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Instruction

Explain how personal health choices and behaviors play an important role in HIV/AIDS prevention.

Assessment Criteria

Answers will be scored on the following:

1. How well students understand health information on HIV/AIDS issues.
2. How well students demonstrate an understanding of the impact individual responsibility has on healthy habits.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Cover and Title

The Healthy Habit Train

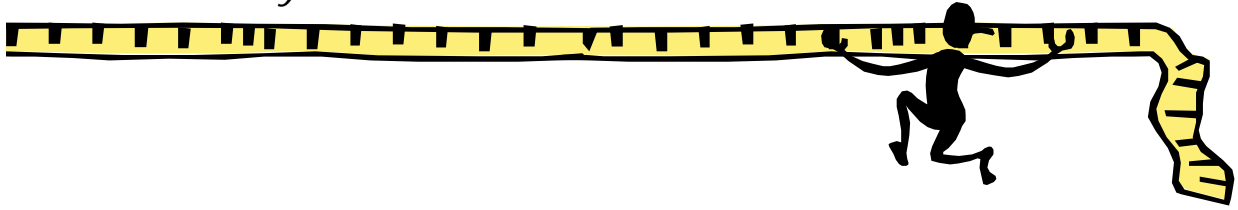
Drawing of a train with five cars, each one representing one health habit. The habit is listed on the side of each car.



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Healthy Habit One:

Use a protective barrier (protective gloves) before helping someone who is bleeding.

Healthy Habit Two:

Washing hands after contact with someone's blood will help prevent transmission of HIV and other diseases.

Healthy Habit Three:

Wear bandages when you have a cut.

Healthy Habit Four:

Always be careful that your blood does not get on others.

Healthy Habit Five:

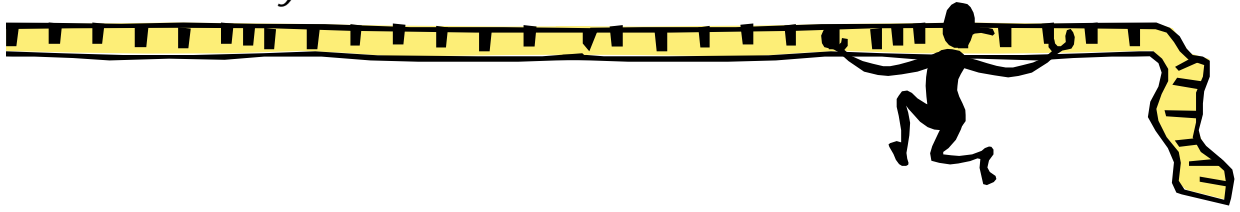
Always tell a custodian, teacher, or principal when you see blood.



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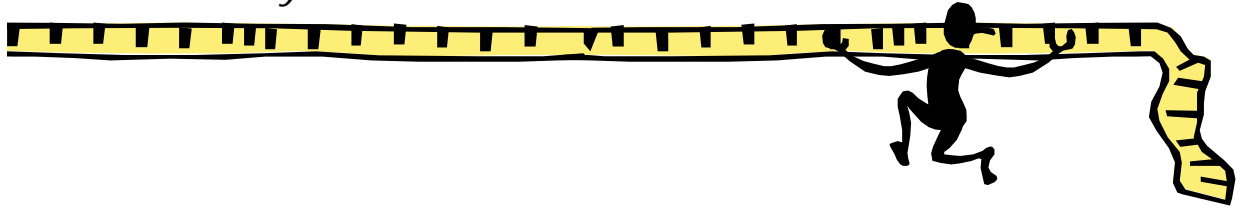
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Middle School



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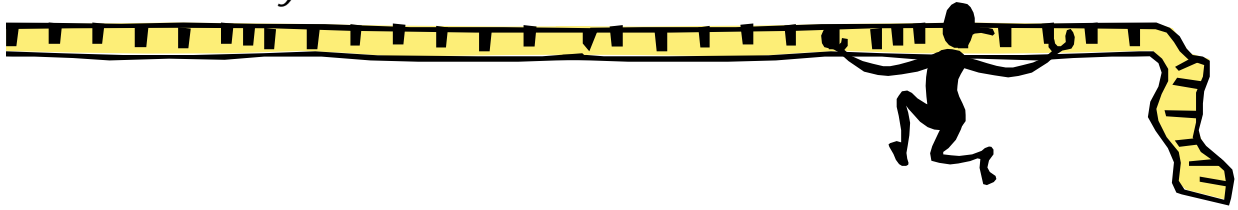
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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"A Walk in Their Shoes"**

Educational Level: **Middle School**

Student Instructions

What would a perfect, healthy day look like for a person with advanced stages of HIV/AIDS? In other words, what would people with this disease do throughout the day to be as healthy as they can be from the moment they get up in the morning until they go to bed at night? As you think about the behaviors that would occur, remember that staying healthy means maintaining the five dimensions of health.

In this assignment:

1. Brainstorm with classmates to create a format for a timeline of a sample day in the life of a person with advanced AIDS. Write this timeline on a separate sheet of paper.
2. List all of the behaviors a person with AIDS would have a difficult time doing. (These are regular, everyday activities for a person with normal health and are often taken for granted.)
3. Choose two behaviors that would challenge a person with advanced AIDS, describe them, and explain in detail how the behavior would be completed.



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Assessment Criteria

Answers will be scored on the following:

1. How well you understand daily health behaviors related to a person with advanced stages of HIV/AIDS as written in the timeline.
2. How well you completed your list of behaviors and descriptions.
3. How well you explain the goals and plan for achieving the two behaviors in order to make the day as healthy as possible.



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"A Walk in Their Shoes"**

Educational Level: **Middle School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies

Overview

In this performance event, the class will brainstorm to create a timeline that contains the types of daily behaviors performed by people with advanced stages of HIV/AIDS. Students may need assistance in identifying behavioral challenges that are connected with all aspects of health. This could include simple tasks such as getting out of bed and getting a meal to eat.

The students will pick two behaviors as areas of concentration. Using the decision-making process or a goal-setting format, students will write a paragraph about how these situations can become part of a healthy day.

Requirements

In this performance event, students will do the following:

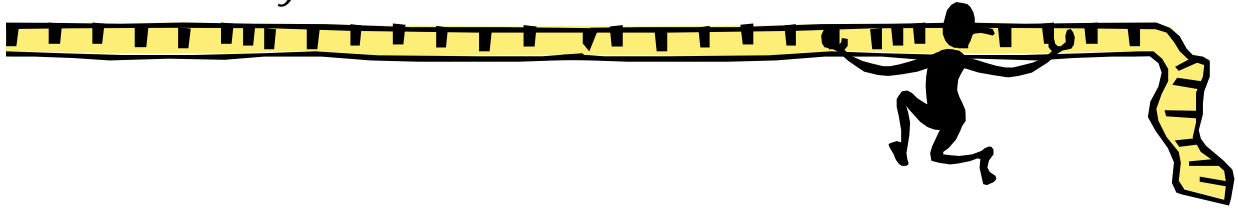
1. Visualize a day in the life of a person with advanced HIV/AIDS and create a timeline of tasks that must be accomplished. Brainstorming could be done in small groups or with the entire class depending on the size.



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2. Describe a day for a person with this advanced disease and list behaviors that should be undertaken to maintain all aspects of health.
3. Choose two behaviors, describe them in detail, and explain what would need to be done to make these behaviors part of a healthy day for a person with HIV/AIDS.

This event can be done as group work or individual work.

Time

This performance event can be accomplished in one class period.

Materials

Pens, pencils, paper, and computer laboratory

Instruction

Prior to receiving this assignment, students should have had instruction on the various aspects of health ranging from social and personal well-being to mental and emotional wellness. Other prior instructions that are helpful include goal setting, the planning process, decision making, and refusal skills.

Assessment Criteria

Answers will be scored on the following:

1. How well the students show they understand the daily health behaviors related to a person with advanced stages of HIV/AIDS as written in the timeline.
2. How well students complete the timeline of healthy behaviors.
3. How well the students explain their two behaviors and identify appropriate plans for achieving them to make the day a healthier one.



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Health Literacy Performance Assessments



	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Ideas for behaviors:

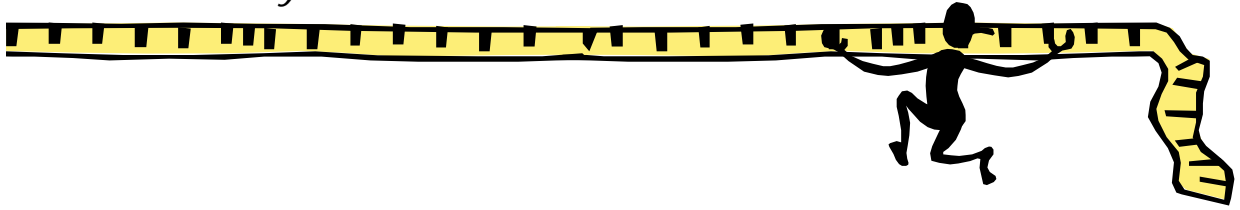
1. *Set the alarm clock for the appropriate times of the day so medication is taken correctly.*
2. *Have family members, neighbors, or friends take the children to school and back if the person is a parent.*
3. *Have a voicemail or e-mail system set up to talk to family and friends so the person with HIV/AIDS does not have to risk becoming infected with other diseases. This will enable the person with HIV/AIDS to get necessary sleep and allow them to talk when they have enough energy to communicate effectively.*
4. *Hire an attorney to draw up a will.*
5. *Get help from a dietician for meal nutrition information.*
6. *Cope with the stress and repercussions of losing a job.*
7. *Deal with varying levels of acceptance by others (neighbors, friends, relatives).*
8. *Make funeral arrangements as a means of accepting the outcome of the disease.*



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Health Literacy Performance Assessments



2004 Edition

Adapted by the Wisconsin Department of Public Instruction
From CCSSO-SCASS Assessing Health Literacy Project



Middle or High School



2004 Edition

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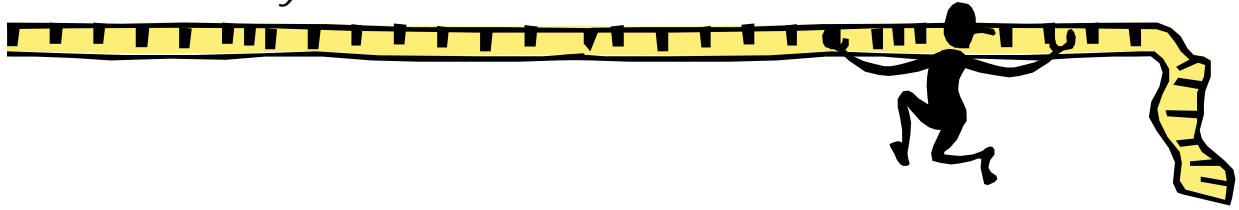
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2004 Edition

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Health Literacy Performance Assessments



Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Are All the Kids Really Doin' It?"**

Educational Level: **Middle or High School**

Student Instructions

After discussing what you and your classmates view as norms regarding sexual behavior, you will have the opportunity to learn accurate information about the sexual behavior of young people in Wisconsin. Then you will develop a 30-second public service announcement to educate the community. Remember what makes public service announcements effective.

Assessment Criteria

Answers will be scored on the following:

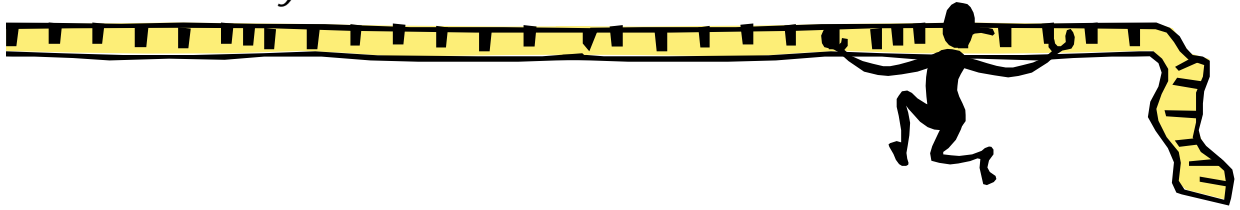
1. How well you understand health information on HIV and AIDS.
2. How well you utilize and disseminate accurate information about sexual behavior norms.
3. How well you advocate by using accurate information.



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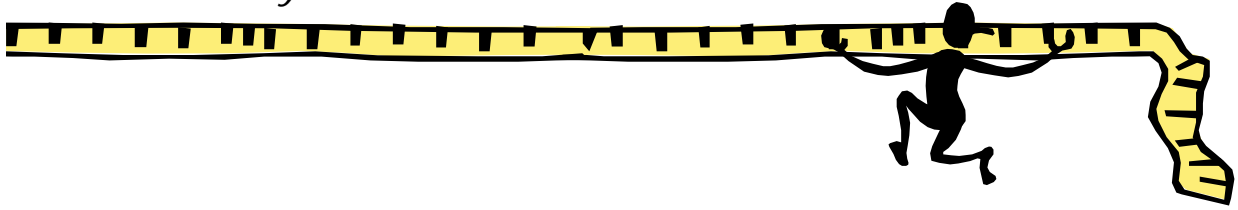
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Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Are All the Kids Really Doin' It?"**

Educational Level: **Middle or High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Language Arts, Theatre Arts, Social Studies, Foreign Language

Overview

In this performance task, the students are going to present recent data from the Youth Risk Behavior Survey (www.dpi.state.wi.us/dpi/dlsea/sspw/yrbsindx.html) related to sexual behavior of young people in Wisconsin. The purpose of this performance task is to help students understand actual norms of sexual behavior rather what they perceive to be the norms. With this accurate knowledge, students will develop a public service announcement to communicate norms about sexual behavior in their community.

Extensions

Dissemination could also take place by video or audio in other classrooms, to parent groups, or through cable access TV.

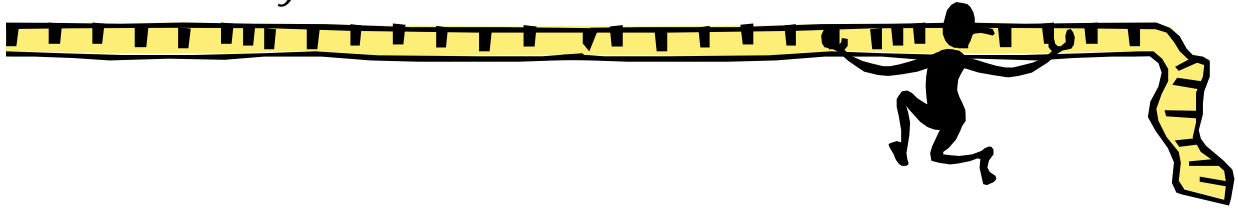
The public service announcements could also be translated into other languages for dissemination to community residents.



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Requirements

After learning about actual norms, students are to prepare a 30-second public service announcement (video or radio) educating the community about key facts/norms and their implications related to the sexual behavior of youth.

Samples of key facts and norms:

- 87 percent of Milwaukee public high school students receive HIV/AIDS instruction.
- 38 percent of Milwaukee public high school students do not talk to their parents about sexuality issues.
- 60 percent of Wisconsin public high school students have not had sexual intercourse.
- In the last 10 years, there has been a decrease in the percentage of public high school students engaging in sexual intercourse.
- The percentage of Wisconsin public high school students receiving HIV/AIDS education has increased over the last decade but the percentage of students reporting discussion of HIV/AIDS with their parents has decreased significantly during this time.
- Because of advances in HIV treatment, for HIV infected mothers, the number of pediatric AIDS cases in the U.S. has fallen from 949 in 1992 to 228 in 1998.
- In recent years there has been an increase in the number of community-based organizations providing HIV testing to populations at highest risk.

Time

This performance assessment can be conducted in one to two class periods. Videotaping may take longer.

Materials

Transparencies of YRBS data, video equipment, if videotaping is used



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Instruction

This topic can be introduced by asking students about their perceived norms of sexual behavior, for example, their general perception of the sexual behavior of Wisconsin high school students. You can then share accurate data based on results of the Youth Risk Behavior Survey (overheads of key points included). Students are then instructed to develop a 30-second public service announcement to educate the community on the topic. Components of an effective public service announcement should be discussed.

Assessment Criteria

Answers will be scored on the following:

1. How well the students understand health information on HIV and AIDS.
2. How well the students utilize and disseminate accurate information about sexual behavior norms.
3. How well the students advocate by use of accurate information.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Sample Response

You may think your kids aren't talking about HIV/AIDS (picture of a classroom with teacher leading a discussion).

In fact, almost 9 out of 10 Milwaukee public high school students are receiving HIV/AIDS instruction in school.

Want to know more? Talk to your kids! Let them teach you a thing or two about HIV prevention!



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Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Donation Dilemma"**

Educational Level: **Middle or High School**

Student Instructions

In this assignment, you will have the option of preparing a descriptive handout on one of two topics:

1. Your high school is having its annual blood donation drive. They have asked your class to prepare a detailed handout explaining the process of blood donation so that high school students and teachers can make an informed decision about whether to donate blood during the blood drive. Discussion of the testing of blood should be included in the handout you prepare.
2. The Red Cross has recently received questions about the safety of the blood supply related to the incidence of HIV in your state. The Red Cross has asked your class to help them by preparing a handout they could distribute to assure the public about the safety of the blood supply in the United States. An example entitled "What You Must Know About NAT" produced by the American Red Cross is included to help you see the type of handouts the Red Cross uses for public education.

Your teacher will provide suggestions about where to go to get information to prepare this handout. You may also want to think about a plan to make sure you get the work done in the time allowed.



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Assessment Criteria

Answers will be scored on the following:

1. How well you understand the health information (safety of the blood supply or blood donation procedure) on HIV and AIDS.
2. How well you understand community health resources related to blood donation.
3. How well you perform other skills described by the teacher (packaging and organization skills, and so forth).



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American Red Cross Blood Services, Washington, D.C.
Information Sheet
December 1999

What You Must Know About NAT

Thank You for Coming in Today

The American Red Cross (ARC) is dedicated to continually improving the safety of the nation's blood supply. That's why we are performing a new type of test, the Nucleic Acid Test (NAT), to detect viruses in the blood. This new testing method is part of a blood safety study, authorized by the Food and Drug Administration (FDA). NAT has been under study by ARC and most blood collection organizations since 1999. Today you are being asked not only to donate your blood to help someone else, but also to allow Red Cross to test your blood donation using NAT.

Participation in the Study

As with donating blood, participation in the blood safety study is entirely voluntary. But, because we believe that NAT may be important for blood safety, it is Red Cross policy that *all donations must be tested by NAT*. You may refuse to participate now, or at any time during the donation process. If you decide *not* to participate, please notify the blood collection staff now. You will not be able to donate today. If you begin donating and then decide *not* to participate in NAT testing, you *must* notify the blood collection staff before you leave the collection site.

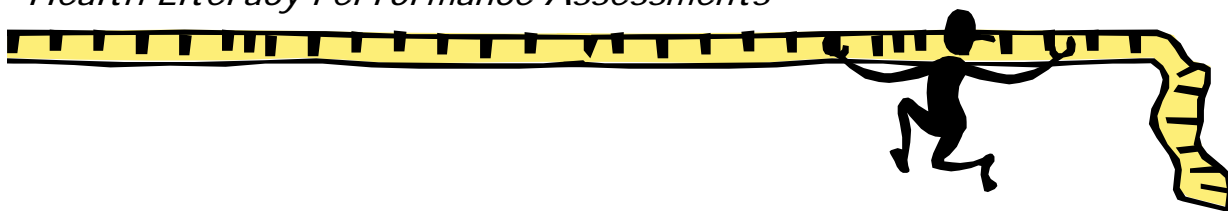
If you decide not to participate at this time, you may leave now. Your decision will not change your future relationship with the Red Cross.

By signing your Blood Donation Record you are giving consent to participate in NAT. Participation in NAT does not require any additional blood to be collected from you or any additional time. We will simply perform our current routine tests and NAT on your blood sample. You will be notified in person, by phone or letter, about any abnormal test results and provided with information on how these test results may affect your health.



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American Red Cross Blood Services, Washington, D.C.
Information Sheet
December 1999

New Technology

This new laboratory test uses Nucleic Acid Testing (NAT) to test your blood for:

The Human Immunodeficiency Virus (HIV-1), the virus that causes AIDS, and
The Hepatitis C Virus (HCV), which causes a disease that affects the liver.

We expect that this test will help us identify the presence of HIV-1 and HCV earlier than our current test methods.

Participation in Follow-Up Study

If your NAT result is abnormal, we will contact you to ask if you are willing to answer some questions and provide additional blood samples.

Benefits of Participation

Using NAT, you may find out sooner if you have been infected with HCV or HIV, which is important for early treatment. In addition, by participating in the program, we believe you may also help to increase the safety of the nation's blood supply.

Risks of Participation

If you participate, there is a very low chance (less than 1 in 10,000) that your blood sample may give an abnormal result, which may be "false positive" or a true positive. If this happens, you will be placed on a donor deferral list and you may not be able to donate again.

Additionally, if you are a directed donor (donating for a specific patient) and have an abnormal result from this new test, the blood donation you make today will *not* be available for the recipient.



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American Red Cross Blood Services, Washington, D.C.
Information Sheet
December 1999

Confidentiality

We will ensure that personal information regarding test results will be kept strictly confidential. While study results may be published, donor names and other identifying information will *not* be revealed, except as required by law.

Records are kept as required by state and federal laws. FDA may need to review and copy your records in order to verify study data. The FDA, however, is committed *not* to reveal the donor's identification.

Consent

Your signature on the Blood Donation Record (BDR) will indicate your consent to participate in NAT testing as part of your donation.

Questions

If you have any questions about NAT, please feel free to ask the ARC staff member performing your confidential health history interview.

At the completion of your donation you will be provided with a Post Donation and Call-Back Instruction Sheet containing a telephone number for the Blood Center. If you have any questions regarding NAT, please call the Blood Center at the telephone number located on the Post Donation and Call-Back Instruction Sheet.



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Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Donation Dilemma"**

Educational Level: **Middle or High School**

Teacher Instructions

Curriculum Connections

Family and Consumer Education, Social Studies, Science, Language Arts

Overview

The purpose of this performance assessment is to help young people understand that the blood supply in the United States is safe, and there is no risk associated with donating blood. In this performance assessment students will apply a decision-making process to the issue of blood donation in our society, given societal needs. The perception of many young people is that blood donation has numerous risks, including the possible transmission of HIV.

Extensions

Activities to promote additional research related to community resources, specific tests, latest research could be developed; discussion with family members

Requirements

In this performance assessment, students have the option of preparing a descriptive handout on one of two topics:

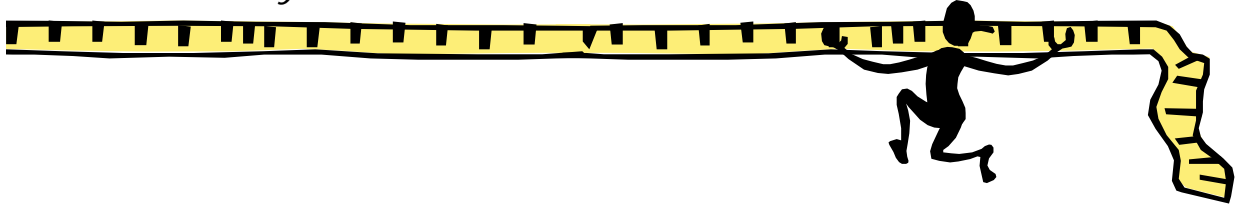
1. The high school is having their annual blood donation. They have asked the middle school to prepare a detailed handout explaining the process of blood donation so that students can make an informed decision about whether to donate blood during the blood drive. Discussion of the testing of blood should be included.



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2. The Red Cross has recently received questions about the safety of the blood supply related to the incidence of HIV in the state. The Red Cross has asked this class to help them by preparing a handout that they could distribute to the public on the safety of the blood supply in the United States. An example entitled "What You Must Know About NAT" produced by the American Red Cross is included to help students see the type of handouts the Red Cross uses for public education.

(This may be a performance assessment for individual students or for pairs.)

Time

This performance assessment can be accomplished in approximately two class periods and homework between the sessions.

Materials

Access to information for research through the library, Internet, Red Cross, and so forth.

Instruction

It will be helpful for students to develop a plan for accomplishing this performance assessment, especially if they are working with a partner and will be sharing responsibility for accomplishing the task.

Instruction to introduce this topic should include brief discussion about the need for accurate information related to the safety of both the blood supply and blood donation.



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Assessment Criteria

Answers will be scored on the following:

1. How well the student understands health information (safety of the blood supply or blood donation procedure) on HIV and AIDS.
2. How well the student understands community health resources related to blood donation.
3. How well the student performs other skills described by you (packaging and organization skills, and so forth).

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response for Blood Donation

The following should be included in the handout on the blood donation procedure.

1. *A completion of an anonymous survey of risk behaviors related to blood.*
2. *An interview and simple health assessment.*
3. *The availability of medical support if needed.*
4. *An explanation of half-hour procedure.*
5. *How comfort levels are maintained.*
6. *Why snacks and liquids are provided after donation.*



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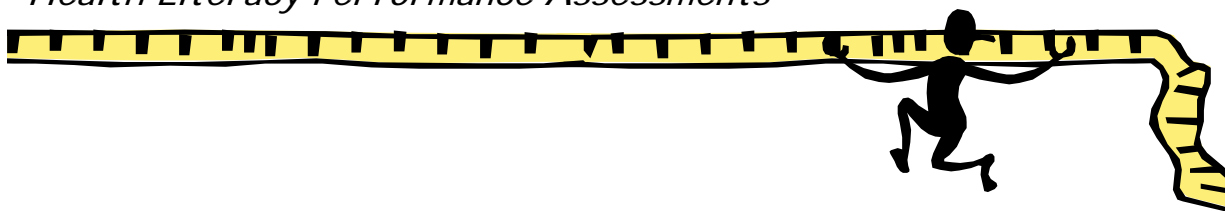
Sample Response for Blood Supply Safety

- 1. Constant research efforts to improve testing procedures.*
- 2. On-going monitoring of blood safety.*
- 3. Sterile procedures at all times.*
- 4. Accurate and detailed labeling as well as tracking of distribution.*
- 5. Communication to the public about safety procedures.*



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Content Area: HIV/AIDS PREVENTION

Performance Task: Interacting with HIV-positive Classmate(s)—“The Acceptance Continuum”

Educational Level: Middle or High School

Student Instructions

You are asked to write a response to the following questions:

1. How would you treat an HIV-positive classmate? Would you **accept** them, **tolerate** them, **ignore** them, or **harass** them?
2. Why would you put yourself in that category?
3. How would you like to be treated if you were HIV-positive?

You will gather in four groups to write on butcher paper ideas on how you interact with an HIV-positive classmate or person living with another chronic disease. In your group, brainstorm some ways students would **harass/ignore/tolerate/accept** an HIV-positive classmate. Your group will present its ideas to the rest of the class by placing its ideas on a continuum. After seeing the group presentations, you should answer the following question:

Would you still put yourself in the same category? Give some reasons why.

You should list more than one way you could move forward toward acceptance on the continuum.

If you are already at the “acceptance” level, list multiple examples which illustrate this.



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Assessment Criteria

Answers will be scored on the following:

1. How well you were able to identify where you fit on the "Acceptance Continuum."
2. How well you were able to write reasons why you are at that spot on the "Acceptance Continuum."
3. How well you were you able to identify strategies allowing you to move forward on the "Acceptance Continuum."



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Content Area: HIV/AIDS

Performance Event: Interacting with HIV-positive Classmate(s)—“The Acceptance Continuum”

Educational Level: Middle or High School

Teacher Information

Curriculum Connections

Family and Consumer Education, Social Studies

Overview

In this event, students will self-evaluate their place on a continuum, which goes from harassment to acceptance, of HIV-positive classmate(s). The students will also develop strategies to become more of an advocate for HIV-positive people.

Requirements

Ask the students to do the following:

Students are asked to write a response to the following questions:

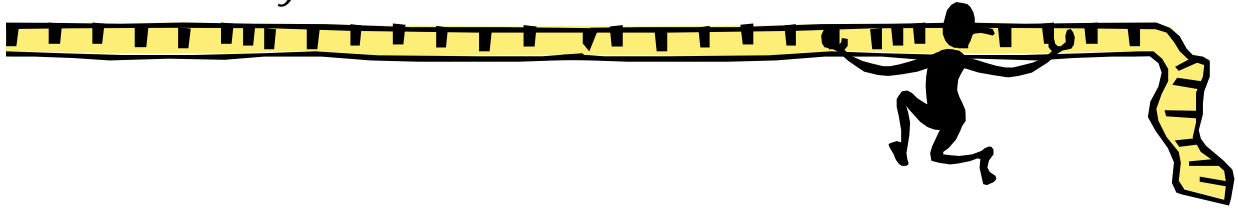
1. How would you treat an HIV-positive person. Would you **accept** them, **tolerate** them, **ignore** them, or **harass** them?
2. Why would you put yourself in that category?
3. How would you like to be treated if you were HIV-positive?



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Students gather in groups. It is your prerogative to have the groups focus on just one category or all four categories.

As an assigned group, writing on butcher paper, brainstorm ways students would **harass/ignore/tolerate/accept** an HIV-positive person. Have each group present its ideas to the rest of the class. After seeing the group presentations, the students should answer the following question: "Would you still put yourself in the same category? Give some reasons why."

Each student should list more than one way they could move forward toward acceptance on the continuum. If the student is already at the "acceptance" level, list multiple examples which illustrate this.

Time

One class if in block scheduling; two regular class periods

Materials

Markers and poster board

Instruction

This event should be started after students have been introduced to the topic of HIV/AIDS. This is an activity which allows students to self assess their attitudes and behaviors toward HIV-positive persons.

Assessment Criteria

Answers will be scored on the following:

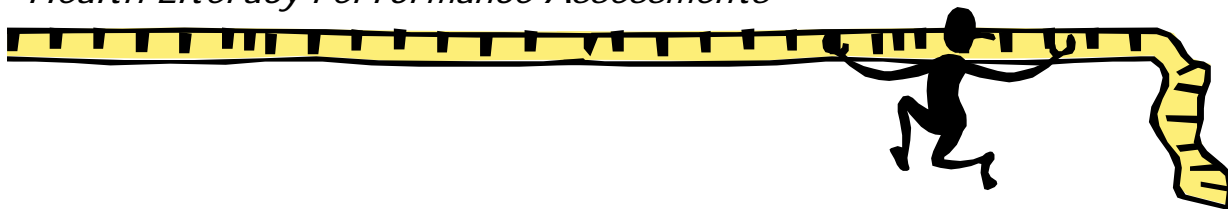
1. How well the students were able to identify where they fit on the "Acceptance Continuum."
2. How well the students were able to write reasons why they are at that spot on the "Acceptance Continuum."
3. How well the students were able to identify strategies allowing them to move forward on the "Acceptance Continuum."



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	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Continuum:

Harassment

Ignoring

Tolerate

Acceptance

Sample responses for the categories

Harassment: deface property, phone calls, name calling, negative talk

Ignore: look past the person, don't acknowledge, don't sit next to them, don't include in conversations

Tolerate: sit next to when it is expected, surface talk, interact when necessary,

Acceptance: acknowledge person without prompting, talk and interact at a personal level, form friendships



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Sex on the Screens"**

Educational Level: **Middle or High School**

Student Instructions

You will view a video clip to find examples for each statement listed below. Write a summary report that explains how the video clip addressed each of the statements.

1. Give examples of attitudes towards sexuality the video clip portrayed.
2. Give examples of how the clip was different and/or similar to real-life relationships and sexual activity.
3. Give examples of how the consequences (positive and negative) of sexual activity were depicted.
4. Write down any prevention messages you found in the clip.
5. Describe how relationships were depicted in the clip.

SUMMARIZE YOUR FINDINGS

Assessment Criteria

Answers will be scored on the following:

1. How well you show that you understand the media's influence on attitudes towards sexuality.
2. How well you show that you understand reality and myths of relationships and sexual activity.



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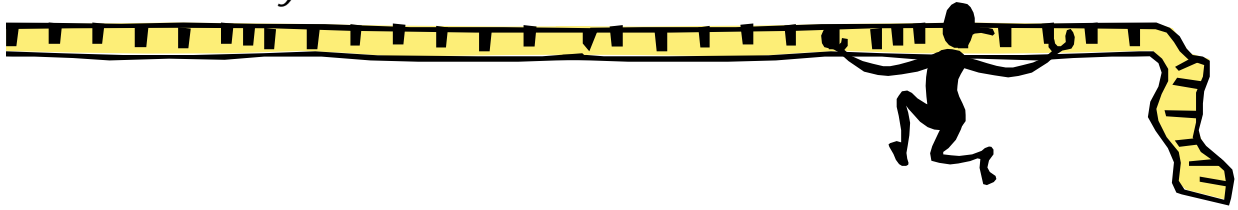
3. How well you show that you recognize how consequences are depicted, both positive and negative (balanced or one-sided).
4. How well you identify the presence of prevention messages (for example, abstinence, condom/birth control).
5. How well you show that you recognize how relationships are depicted (for example, gender roles, sexual expression).



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Sex on the Screens"**

Educational Level: **Middle or High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Language Arts

Overview

The media has a profound affect on sexual attitudes and behaviors. This activity assesses how well the students can recognize the messages being sent and their validity.

Extensions

1. Students can bring in video clips that they find. (Make sure you preview it before showing it to the class.)
2. Students could be shown a clip and they could edit the script to show more positive outcomes.

Requirements

The students will view a video clip or clips. Their task is to evaluate the material presented as it relates to sexual attitudes and behaviors. The students will answer the questions provided and write or present a summary of their findings.

Time

This performance task will take one class period



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Materials

Video clips, student worksheets, writing instruments, TV, and VCR

Instruction

Before beginning this activity, the teacher should engage students in a discussion about the messages that the media sends about: relationships, prevention messages, consequences, and attitudes. Next, the teacher should prepare the students to analyze the video clips by going through the questions to focus on. The class watches the video clip or clips and takes notes. A class discussion can follow focusing on what the students found. Students will write a summary of their findings.

Assessment Criteria

Answers will be scored on the following:

1. How well the student shows that they understand the media's influence on attitudes towards sexuality.
2. How well the student shows that they understand reality and myths of relationships and sexual activity.
3. How well the student shows that they recognize how consequences are depicted, both positive and negative (balanced or one-sided).
4. How well the student identifies the presence of prevention messages (for example, abstinence, condom/birth control).
5. How well the student shows that they recognize how relationships are depicted (for example, gender roles, sexual expression).



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G	Advocacy

Sample Response Clip from Friends

The video clip of Friends showed people taking sexual activity very lightly, as more of a recreational activity with no strings attached. The fact that Richard being gay was even a factor in the naked incident shows how the media exploits the differences in people. This same incident reflects on the difference between the real world and the television world. If a man, walked around nude in public, he would be arrested. But, on television it's a laughing matter. The Friends episode showed people being sexually active and not having any thoughts of prevention or consequences such as HIV or pregnancy. Joey's character is portrayed as a ladies' man. It is ok for him to have multiple sexual relationships with no discussion of consequences or responsibilities.



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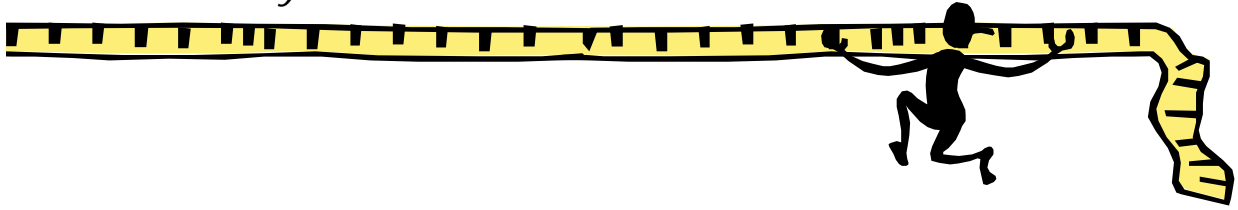
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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"What's Your URL?"**

Educational Level: **Middle or High School**

Student Instructions

You will be given a list of search engines and HIV/AIDS vocabulary terms. You will use the Internet to find the definitions for the terms. You will also be asked to evaluate the site for reliable and accurate information.

Assessment Criteria

Answers will be scored on the following:

1. How accurate your answers are for each vocabulary term.
2. How well you show your use of the given criteria to evaluate your websites.



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HIV/AIDS INTERNET VOCAB TERMS WORKSHEET

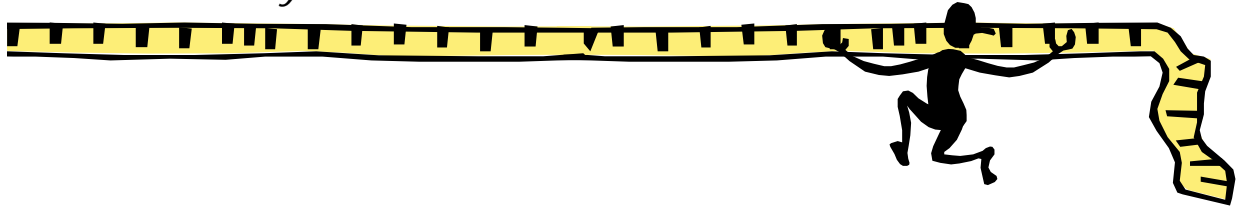
WORD	DEFINITION	WEB ADDRESS
Abstinence		
AIDS		
Antibody		
Asymptomatic		
AZT		
CD4		
Condom		
Drug Resistance		
ELISA Test		
Epidemic		
HAART		
Helper t-lymphocytes		
HIV		
HIV negative		
HIV-positive		
HIV test		
Homosexual		
Immune system		
Infectious disease		
Injection drug use		
Kaposi's sarcoma		
Nonoxynol-9		
Opportunistic Infections		
Orasure Pandemic		
Pneumocystis carini		
Protease		
Protease inhibitor		
Rapid HIV Test		
Retrovirus		
Reverse transcriptase		
Seroconversion		
Sexual abstinence		
STI		
Viral load		
Western blot		



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1. List the steps you used to get one of your websites.
What did you learn from this process?
What was the most efficient way to search for the information?
What wasn't an efficient way to search for the information?
2. Choose one website and list the criteria that you used to evaluate the accuracy of the information and reliability of the website.



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"What's Your URL?"**

Educational Level: **Middle or High School**

Teacher Information

Curriculum Connections

Language Arts, Computer Science

Overview

There are multiple sources of information on HIV/AIDS. Students need to know how to access information and judge if it is accurate. The Internet is a powerful tool and the students need to know how to use it wisely.

Extensions

Play vocabulary word games

Requirements

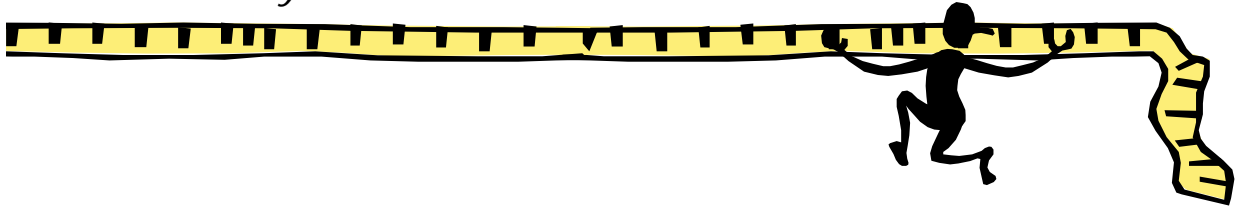
The students will be given a list of vocabulary terms, access to the Internet, and a list of search engines (do not use question and answer websites, for example, "Ask Jeeves"). Students search the web for definitions of vocabulary terms and analyze the websites.



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***Prior to the activity**

Students should have prior knowledge of the use and access of the Internet. Students should know how to evaluate websites for accuracy. Some criteria are: Sources cited on the website, author (professor/organization qualifications), sponsors, published or copyrighted. Students should know the school's policy on appropriate and inappropriate Internet access.

Time

Two class periods

Materials

Student worksheets, computers, Internet access

Instruction

Before beginning this activity, the teacher should review school policies on Internet use and how to use the Internet. The teacher should also present the criteria used to evaluate the websites and the information found on them. The teacher should hand out the student worksheets and let the students start looking up the information.

Assessment Criteria

Answers will be scored on the following:

1. How accurate the student's answers are for each vocabulary term.
2. How well the student's show their use of the given criteria to evaluate their websites.



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	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

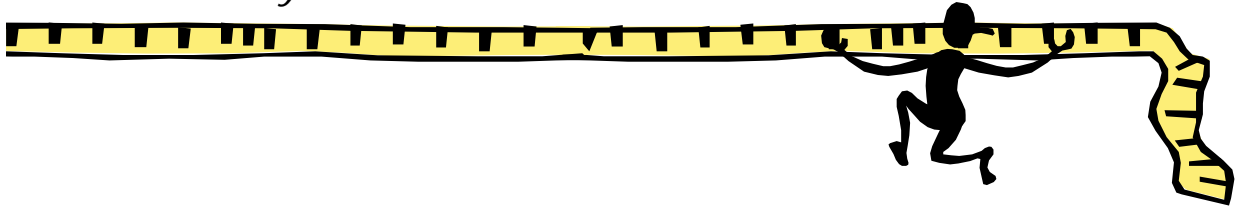
The answers will vary depending on the URL chosen.



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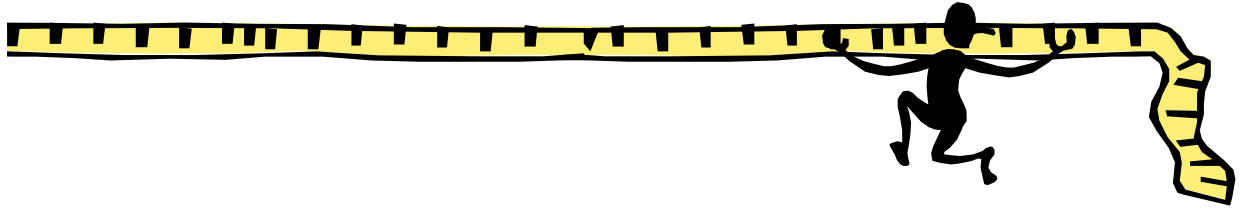
High School



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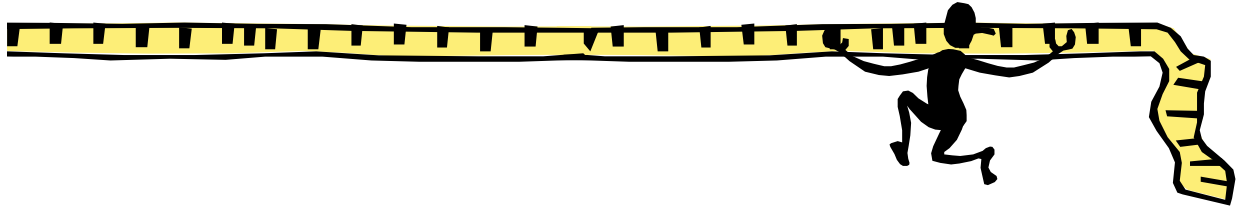
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Back in Time"**

Educational Level: **High School**

Student Instructions

Did you ever wonder what it was like to live 60 or 70 years ago? In this task you will have the opportunity to gain some insights about what health concerns and diseases people had in the past. After developing a set of interview questions, your task is to gather information about what families and communities had to do in the past when someone got sick. How did a family and a community handle an epidemic? You will be interviewing a member of a senior center in order to learn how health issues were dealt with 50, 60, or even 70 years ago. Then using your collected information, you will write a reflection paper in which you compare and contrast those responses to what you know about personal, family, and societal handling of HIV/AIDS today.

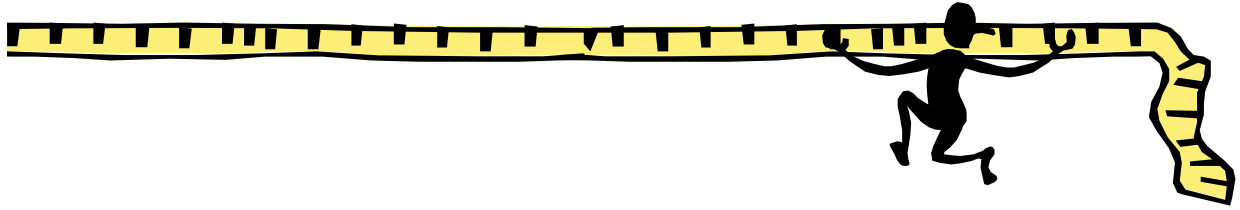
1. In a cooperative group, develop 10 to 15 interview questions. Share them with other classmates and as a class develop a set of relevant questions that will be used by all the students in the class to conduct interviews.
2. Arrange to conduct an interview with a person from a senior center.
3. Summarize your interview responses.
4. List information you have learned about HIV/AIDS and what that means to you.
5. Compare and contrast information of the present era with that from your interview. Draw similarities and differences.
6. Discuss how individuals, families, and society should deal with the HIV/AIDS issue today.



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Assessment Criteria

Answers will be scored on the following:

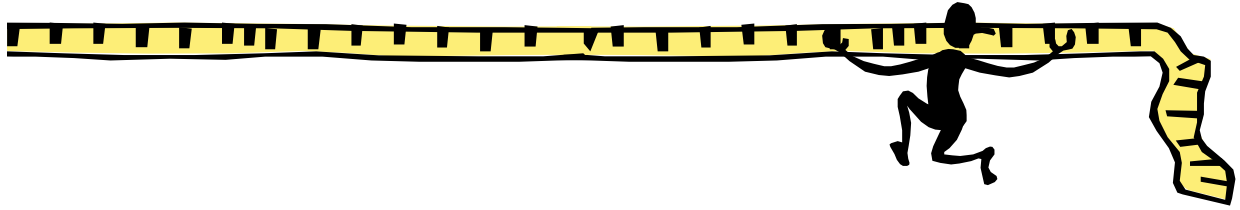
1. How well you demonstrate an understanding of the health issues of an era before your time (from the interview).
2. How well you use the knowledge previously learned about HIV/AIDS.
3. How well you perform other skills described by your teacher (e.g., communication, interviewing, and summarizing).
4. How well you draw conclusions about the similarities and differences in ways of dealing with diseases.



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Health Literacy Performance Assessments



Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Back in Time"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Health Occupations

Overview

In this task the students will have the opportunity to gain some insights into disease as it affected the individual, family, and communities in the past. They will interview a member of a senior center (preferably not a relative), and then write a reflective paper summarizing, contrasting, and comparing those findings with their knowledge about HIV/AIDS and how individuals, families, and communities today deal with the disease.

Requirements

Ask students to do the following:

Develop 10 to 15 interview questions to be used at the senior center by the students. In developing the questions, students should keep in mind they're trying to gain a perspective on the way diseases were handled years ago.

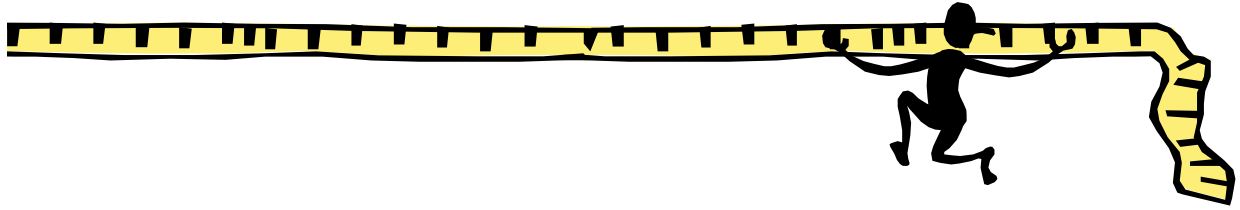
1. Review basic HIV/AIDS information with students. Discuss the way communities treat individuals with HIV/AIDS.
2. Arrange interviews with members of a senior center and have students share the results.



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3. In a written summary students will do the following:

- Compare, contrast, and draw similarities about diseases of the past and the present.
- Write a reflective paper about the ways individuals, families, and society should deal with people who are living with HIV/AIDS.

Time

The task will take several days.

Materials

Paper, pencil or pen, and computer laboratory

Instruction

This task should be started after students have been introduced to the topic of HIV/AIDS. Explain that this activity is a way to learn about diseases and how they were handled in the past. Students will be able to contrast and compare, and see similarities and differences in the way diseases are handled.

Assessment Criteria

Answers will be scored on the following:

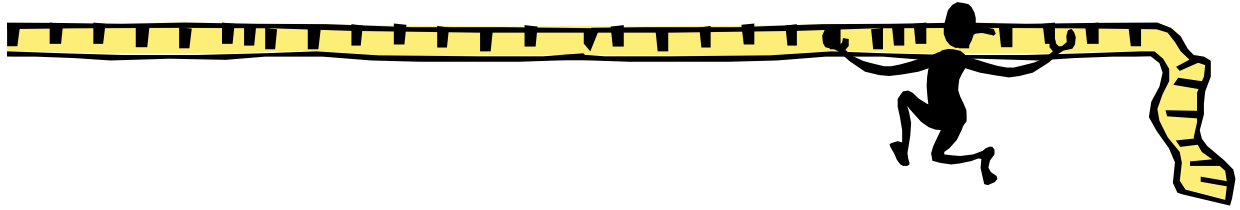
1. How well the student demonstrates an understanding of health concepts related to the handling of disease in the past and present.
2. How well the student performs skills related to interviewing, summarizing, comparing, and contrasting diseases of the past with that of the present.



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A	Disease prevention and health promotion
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C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

50-60-70 years ago:

1. *Communication about illnesses was slow.*
2. *Medicines were not readily available.*
3. *Fewer types of fast communication existed (e.g., homes did not have telephones, television, e-mail, etc.).*
4. *It took a long time to get to doctors or people had to wait for visiting doctors to arrive in their town.*
5. *Home remedies were used for diseases.*

Today:

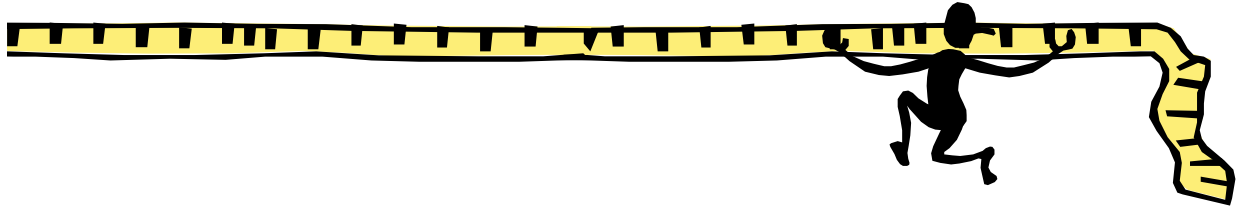
1. *Notification takes place in minutes.*
2. *Medicines for treatment are available.*
3. *Doctors and emergency hospitals are accessible.*
4. *The latest knowledge about disease is easily accessible through the Internet.*



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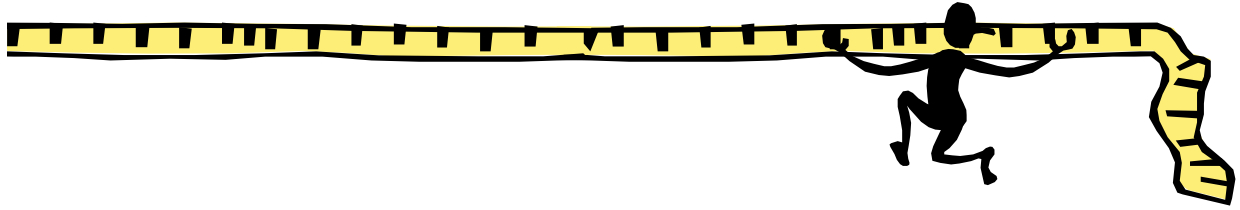
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Community Forum:
HIV/AIDS"**

Educational Level: **High School**

Student Instructions

A student in high school is HIV-positive. This person may or may not be your friend. Other students are suspected of also being HIV-positive. What are the rights of these students? What are the rights of the students who aren't HIV-positive? What group is responsible for deciding individual rights? Some people think that all of the students should be tested. What should be done with the results of the tests? The community needs accurate information about HIV/AIDS in order to resolve this issue.

Your task is to organize a community forum with up to five experts who are knowledgeable about HIV and the legal, social, moral, economic, environmental, health, and safety implications.

Identify the stakeholders.

Determine which community experts are needed to present accurate information from multiple perspectives.

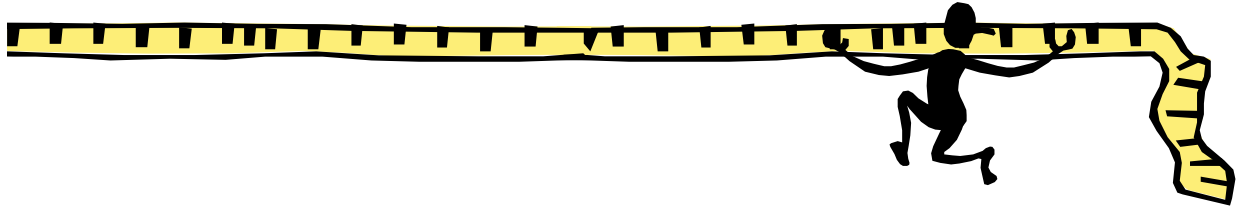
Choose four to five experts who will present information to the community at the forum.



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In your group choose one of the experts to role-play. You must research the issue from that expert's perspective and be the presenter at the forum. Possible experts include the following: principal, school counselor, school district lawyer, judge, doctor, community health nurse, school board member, psychologist, a person who is living with AIDS.

Prepare your presentation on note cards. Participate in the forum. An alternative would be to conduct the forum with appropriate community representatives, asking each to address the perspectives identified.

Assessment Criteria

Answers will be scored on the following:

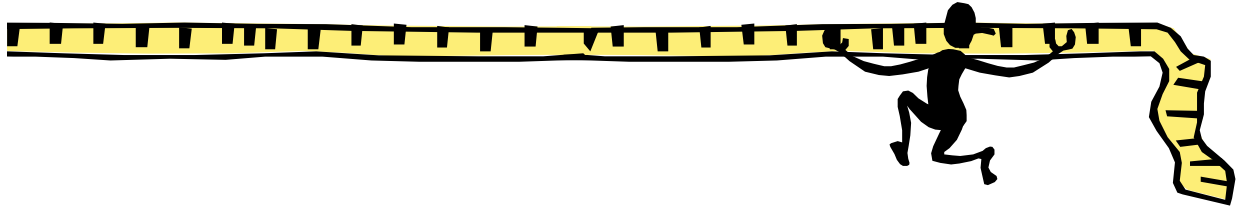
1. How well you demonstrate an understanding of health concepts related to HIV/AIDS.
2. How convincing you are when you explain your perspective at the forum.
3. How well you access appropriate health information resources and provide valid reasons for their use.



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Community Forum:
HIV/AIDS"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Social Studies, Family and Consumer Education, Language Arts

Overview

In this performance task, students work in small groups to prepare and present a community forum on HIV/AIDS by taking the role of experts in the field and presenting accurate information from the expert's perspective.

Requirements

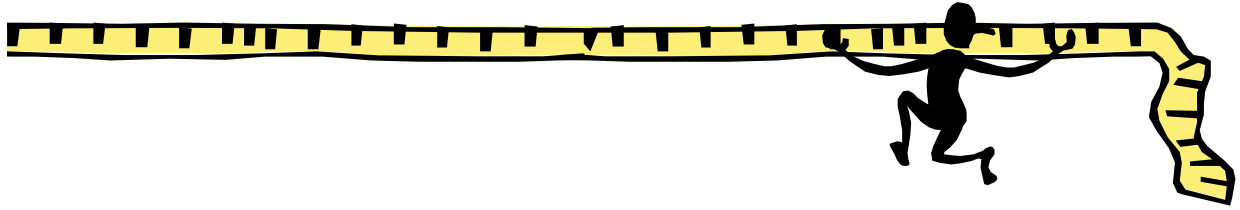
Students will work in groups of five to seven to organize a community forum with up to five experts who are knowledgeable about HIV/AIDS and the legal, social, moral, economic, environmental, health, and safety implications. They will be introduced to the issue with the following scenario:



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A student in high school is HIV-positive. This person may or may not be your friend. Other students are suspected of also being HIV-positive. What are the rights of these students? What are the rights of the students who aren't HIV-positive? What group is responsible for deciding individual rights? Some people think that all of the students should be tested. If this testing is done, what should be done with the results of the tests? The community needs accurate information about HIV/AIDS in order to resolve this issue.

The students should do the following:

- Identify the stakeholders in the scenario.
- Determine which community experts are needed to present accurate information from multiple perspectives.
- Choose four to five experts who will present information to the community at the forum.
- Choose one of the experts to role-play and research the issue from that expert's perspective.
- Prepare the presentation on note cards. Participate in the forum using the information collected about the expert role researched.

To get started, brainstorm the perspectives that each of the experts may take (for example, economic, moral, legal, social, health and safety, environmental, my own best interest). Possible experts include the following: principal, school counselor, school district lawyer, judge, doctor, community health nurse, school board member, psychologist, a person who is living with AIDS.

Time

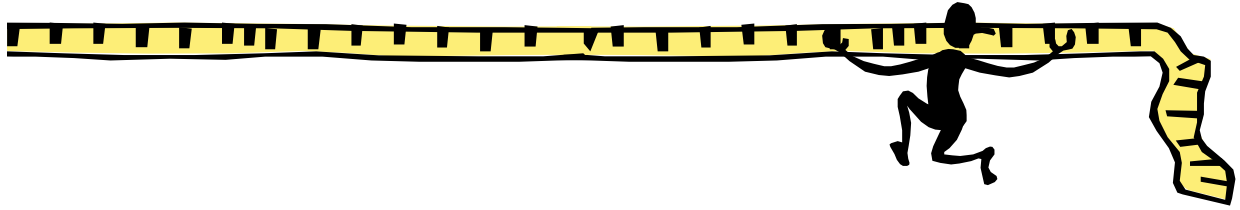
This performance task will take several class periods to complete.



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Materials

Access to resource materials on HIV/AIDS including legal issues from a variety of perspectives, resource people in the community, computers with Internet access, note cards, pens, and pencils

Instruction

Students may need instruction on multiple perspectives and skill development on perspective taking. It would also be advisable to review oral presentation skills and the definition of a forum.

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates an understanding of health concepts on HIV/AIDS.
2. How well the student demonstrates advocacy skills.
3. How well the student identifies appropriate health information resources and provides valid reasons for their use.

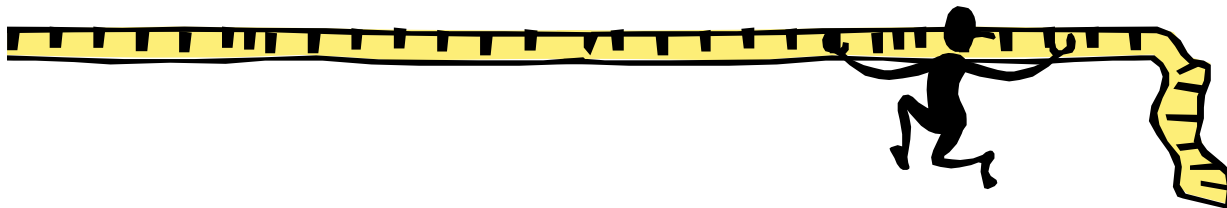
	Wisconsin Health Education Standards
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B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Health Literacy Performance Assessments



Sample Response

Possible Perspectives of Experts

Principal

Health and safety issues

*Legal issues—avoid lawsuits for student exposure to health and safety hazards;
rights of all students to education*

Economic issues—cost of testing

Confidentiality issues

Guidance Counselor

Legal issues—confidentiality

Counseling issues—teaching tolerance and acceptance; moral perspective

Access and availability of community resources

Doctor

Health and safety perspective

Economic issues—teaching tolerance and acceptance; moral perspective

Access and availability of community resources

Legal issues—confidentiality of patients' records

Community Health Nurse

Health and safety perspective

Economic issues—cost of drug testing

Moral issues—best interest of the community

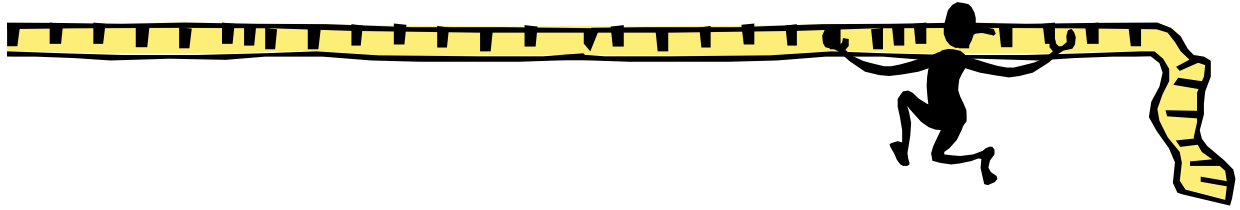
Legal issues—confidentiality of patients' records



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Person with AIDS

Personal perspective—my own best interest

Economic issue—cost of health care

Moral issues—right to dignity

Legal issues—civil rights of people living with AIDS

School Board Member

Health and safety issues

Moral perspective—best interest of the community

Legal perspective—protecting the rights of all students; avoiding lawsuits

School District Lawyer

Health and safety issues

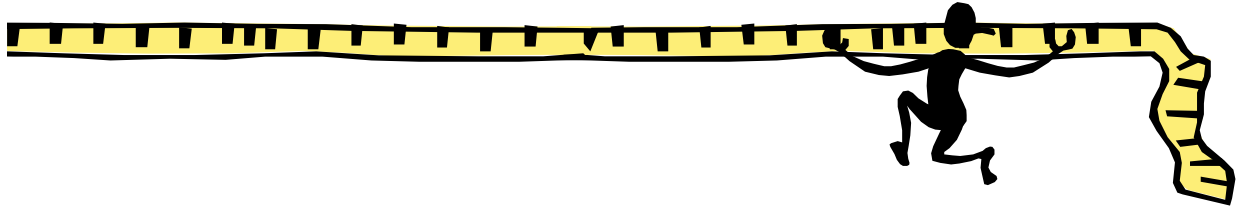
Legal perspective—protecting the rights of all students; avoiding lawsuits



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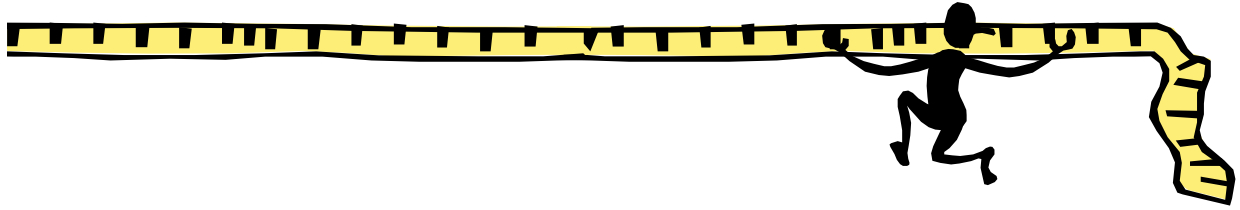
Health Literacy Performance Assessments



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Health Literacy Performance Assessments



Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Dear Blabby, I Love a Guy
With AIDS"**

Educational Level: **High School**

Student Instructions

Your task is to respond as if you were providing help to a concerned high school student.

Assessment Criteria

Answers will be scored on the following:

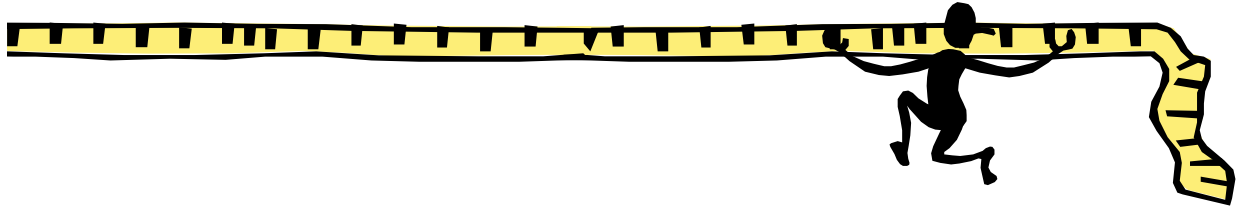
1. How well you understand the health information on HIV/AIDS prevention.
2. How well you explain the benefits of the following:
 - Being responsible for your own health.
 - Avoiding a difficult situation.
 - Treating all people with respect.
3. How well you use interpersonal skills to inform or communicate with others about healthful living.



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Dear Blabby

Dear Blabby,

I am 17 years old. I've gone out with a few different guys, and am getting really close to a great guy. The last time we were together, he said he loved me. We have been getting really close physically, but we haven't gone all the way yet. The problem is that Brad tested positive for HIV. Is it safe to be with a guy with HIV if I am on Depo-provera—the shot? What forms of physical closeness are okay and what is too risky? Help. I don't want to lose this guy!!!

Juliet

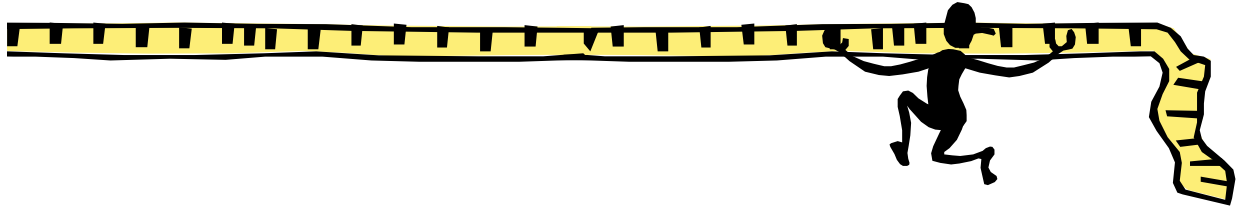
Write your response here.

Dear Juliet,



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Dear Blabby, I Love a Guy
With AIDS"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Language Arts, Family and Consumer Education

Overview

Adolescents need to take responsibility for their behaviors. They need to question what they believe are expectations of dating partners. They need to think through the long-term consequences of their choices. This exercise is designed to assess the degree to which students are able to apply their knowledge about prevention of HIV in the context of a love relationship.

Requirements

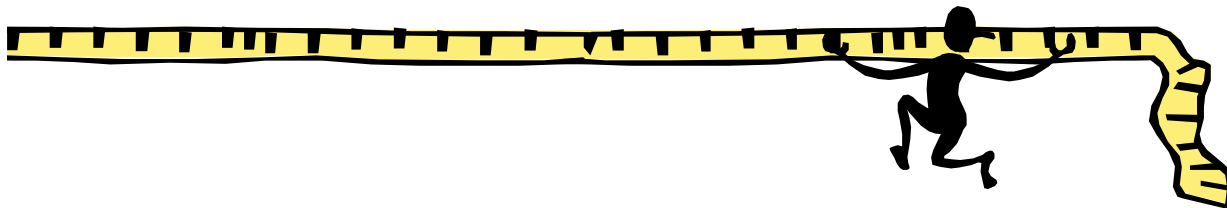
1. The students will read a letter to Dear Blabby from a teen who is in love with an HIV-positive boy and is having difficulty sorting through her feelings about risks to her own health and life and showing love and compassion for a loved one.
2. The students will then write a meaningful response.



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Time

This performance event can be completed in one class period.

Materials

Pen or pencil, copy of Dear Blabby letter

Instruction

Students should have the opportunity to discuss values and ethics connected to relationships. Students need to address issues related to the pressure adolescents feel to engage in sexual intercourse, sexual attraction, and the importance of making decisions that are safe for themselves and for others. Students should be encouraged to consider the expectations of both the girl and the boy.

Assessment Criteria

Answers will be scored on the following:

1. How well the student understands HIV/AIDS information and uses that knowledge to explain appropriate actions for relationships.
2. How well the student understands individual responsibility in difficult situations.

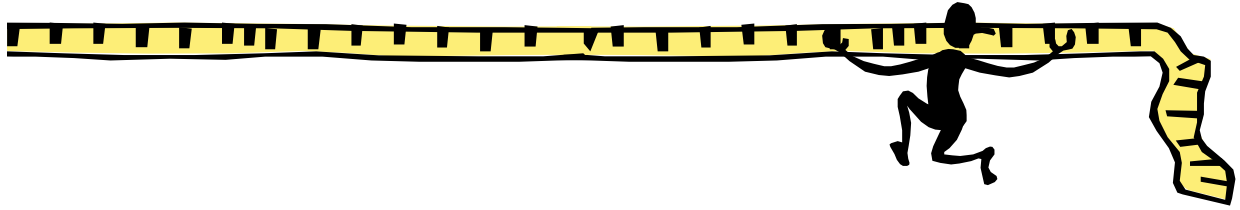
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Sample Response

Dear Juliet,

You have a lot to think about. Please take time to think it through so that you don't do anything that you or Brad will regret. I am going to start by asking you some questions that I want you to think about.

First of all, you aren't in this relationship alone. If you were Brad, what would you want? Would you want to harm someone you love by being careless? There are many ways to express love without risky physical intimacy.

You probably know that intimate sexual contact puts you at risk for contracting blood borne pathogens. This includes sexual intercourse, oral sex, and anal sex. It sounds like you may be confused about the protection that you get from birth control. Only a latex condom that is used properly can offer good protection from sexually transmitted infections like HIV.

You may not realize how complex your relationship with Brad really is. You probably have a lot of feelings to sort through. You may be keenly aware of how fragile life is. Take your time, and allow Brad to take his time too. Remember to think about what will be best for you several years from now. I would encourage you to talk with your school nurse or your doctor about what you are feeling. There may be other adults that you trust whom you could use as a sounding board as you work through this issue.

Take care,

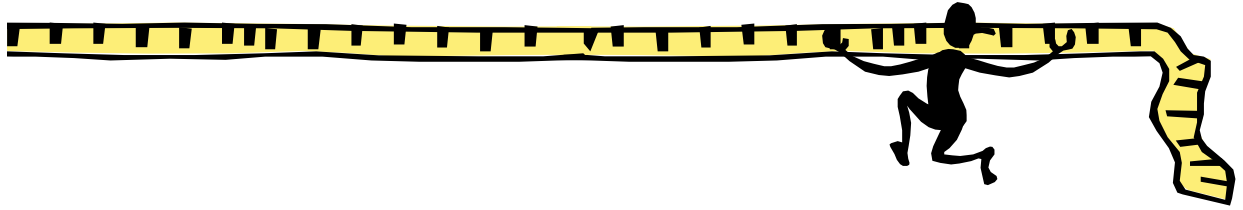
Blabby



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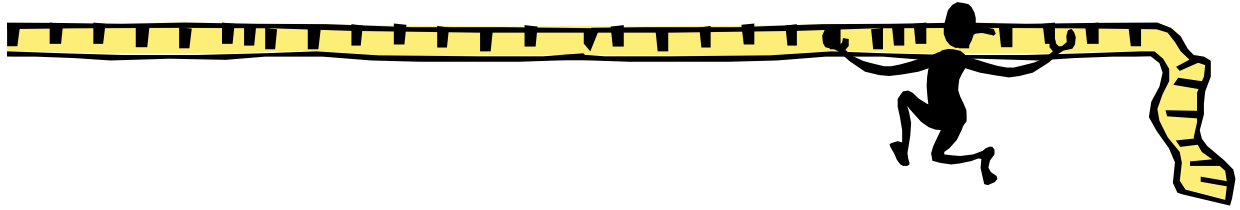
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Health Literacy Performance Assessments



Content Area: **HIV/AIDS PREVENTION**

Performance Task: **"Sexual Risk Factors"**

Educational Level: **High School**

Student Instructions

We all have health-related risk factors, things that improve or inhibit the quality of our life. What are some sexual risk factors?

1. Choose one sexual risk factor that influences health.
2. Explain how the sexual risk factor has or could have an influence on someone contracting HIV/AIDS.
3. Find a recent article that supports your analysis of sexual risk factors.
4. Summarize the HIV/AIDS article and relate the information in the article to your explanation regarding the sexual risk factor.
5. Explain what impact this type of risk has on health.
6. Use the Sexual Risk Factor Worksheet to record your answers.

Assessment Criteria

Answers will be scored on the following:

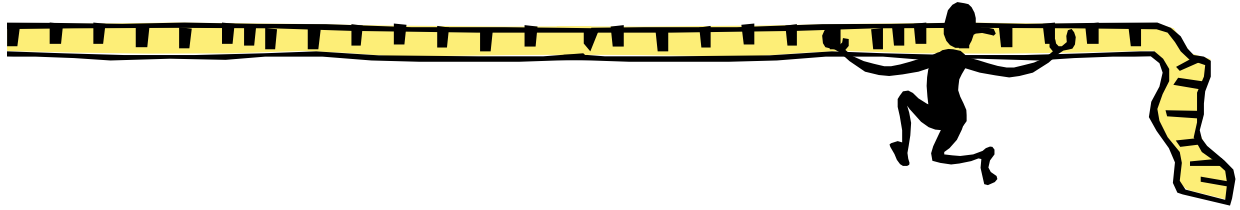
1. How well you demonstrate an understanding of the HIV/AIDS risk factors in regard to your own health.
2. How well you analyze cultural, media, technology, and other internal and external factors that influence health.



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SEXUAL RISK FACTOR WORKSHEET

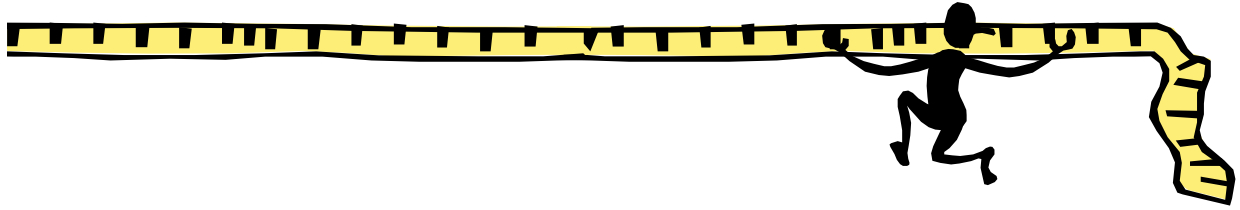
1. What determines a sexual risk factor?
2. How can this sexual risk factor be related to HIV infections?
3. Describe your own theory of how this sexual risk factor may be related to HIV infections.
4. What article can you find to support your theory?
5. Summarize the article you read. How does it relate to your theory?
6. What impact should this have on your personal health?



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Health Literacy Performance Assessments



Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Sexual Risk Factors"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Family and Consumer Education, Environmental Science, Physical Education

Overview

This task asks students to identify several risk factors that affect personal health. Students will explain how these factors influence health, find an article related to their thinking about the HIV/AIDS, summarize the article, and discuss the implications this has for one's own personal health.

Requirements

The students are asked to do the following:

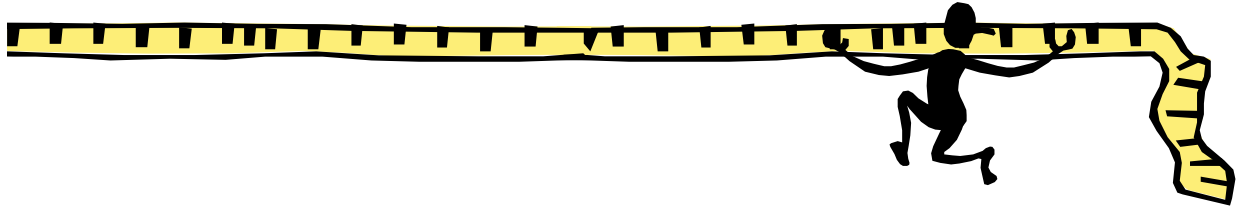
1. Choose one sexual risk factor that influences health.
2. Explain how this sexual risk factor has or could have an influence on someone contracting HIV/AIDS.
3. Find a recent article that supports the described risk factor.
4. Summarize the HIV/AIDS article and relate the information in the article to their explanation regarding the sexual risk factor.
5. Explain what impact this type of risk has on health.
6. Use the Sexual Risk Factor Worksheet to record their answers.



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Health Literacy Performance Assessments



Time

This performance task will take one to two days. Most of the work could be done outside of the classroom.

Materials

Accessible library and media center, computer lab, pen, pencil, and paper

Instruction

Students should have previously gained an understanding of sexual risk factors and their relative impact on student health.

Assessment Criteria

Answers will be scored on the following:

1. How well the student demonstrates an understanding of a sexual risk factor as related to personal health and HIV/AIDS.
2. How well the student analyzes cultural, media, technology, and other internal and external factors that influence personal health.

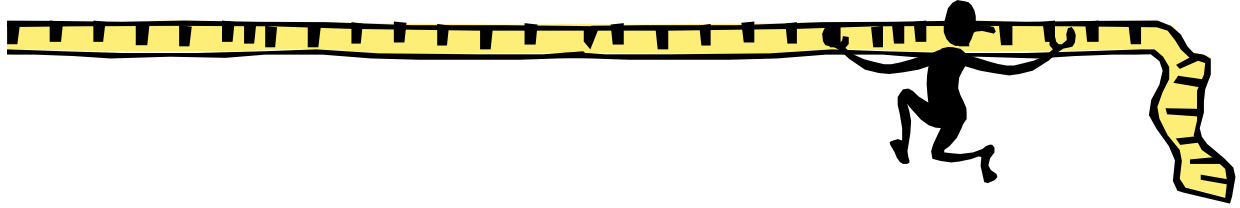
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Health Literacy Performance Assessments



Sample Response

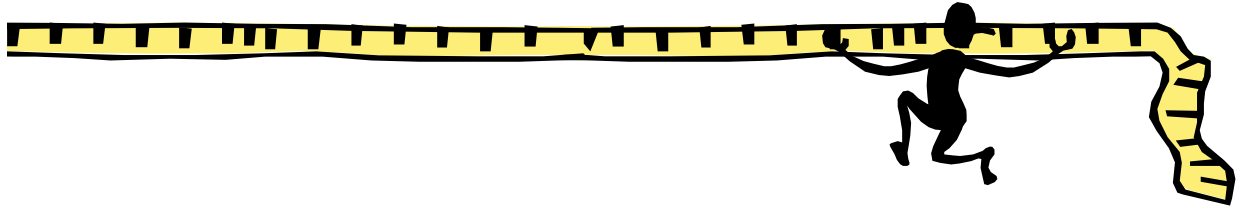
1. What is one sexual risk factor that influences health?
✓ *Hanging around sexually active friends.*
2. How can this sexual risk factor relate to HIV infections?
✓ *Improper information on the safety and reliability of birth control methods.*
✓ *Myth that "It's not going to happen to me."*
✓ *It challenges beliefs about when sex might be okay.*
3. What is your theory?
✓ *Sexually active people will always agree that it is okay for them to have sex. Eventually (if these are my friends) I could feel the same way. This would be putting me at risk to acquire many sexually transmitted diseases like HIV/AIDS.*
4. What article supports your theory?
✓ *A report published by the National Campaign to Prevent Teen Pregnancy at www.teenpregnancy.org.*
5. Summarize the article. How does it relate to your theory?
✓ *(Summaries will vary based on the articles selected.)*
6. What impact will this have on your own personal health?
✓ *I realize that my thoughts and actions are related to the friends with whom I closely associate. I may need to evaluate whom I want for friends based on what I want out of life.*



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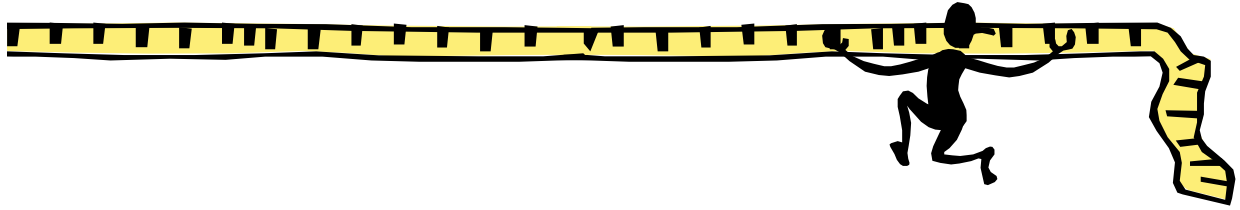
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Health Literacy Performance Assessments



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Thinking About Taking a Risk?"**

Educational Level: **High School**

Student Instructions

Your teacher will provide you with a story from a magazine, video, or newspaper about some aspect of the HIV/AIDS issue. In this task you will do the following:

1. Identify the HIV/AIDS issue that the story addresses.
2. Identify the decisions and behaviors addressed in the story.
3. Write a paragraph or two about what you think will happen to the people in the story because of their decisions and behavior.
4. Include the potential positive, negative, short-term, and long-term consequences to each person involved, their families, and society.
5. Write a paragraph identifying factors that would influence the positive or negative direction their lives may take.

Assessment Criteria

Your response will be scored on the following:

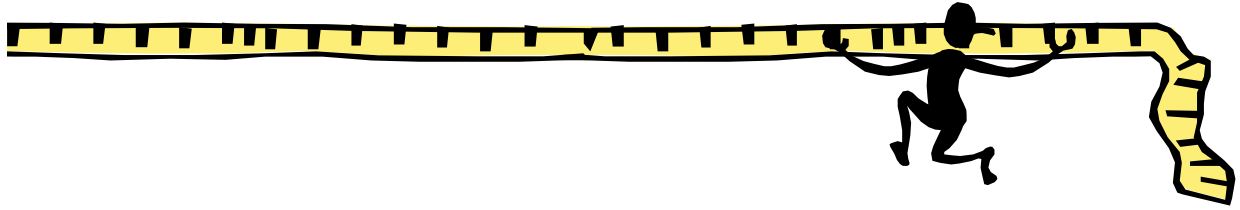
1. How well you demonstrate an understanding of health concepts related to HIV/AIDS.
2. How well you demonstrate your ability to practice health-enhancing behaviors and reduce health risks.



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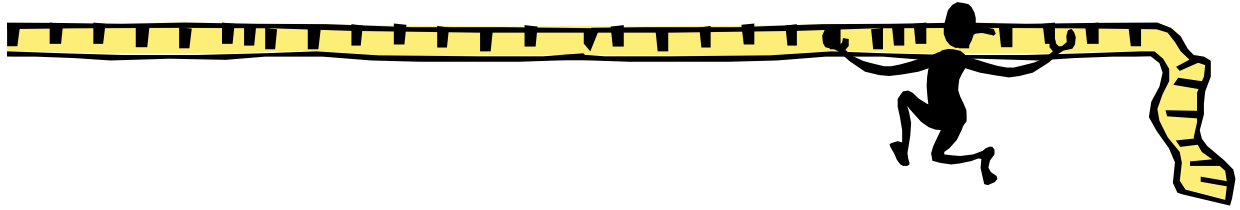
3. How well you demonstrate your ability to analyze the influence of culture, media technology, and other external and internal factors on health.
4. How well you demonstrate the use of goal-setting or decision-making skills to enhance your health.
5. How well you demonstrate the ability to advocate for personal, family, and community health.



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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"Thinking About Taking a Risk?"**

Educational Level: **High School**

Teacher Information

Curriculum Connections

Family and Consumer Education

Overview

Students should be able to critically analyze a situation involving the issue of HIV/AIDS. This exercise requires students to identify decisions and behaviors that lead to the situation. Then students predict realistic outcomes of the situation.

Requirements

Students will analyze a story about some aspect of HIV/AIDS and its impact on the individuals involved. Examples include a story about parents of an HIV-infected child, the cost of HIV drug therapy, the rights of healthcare workers with HIV to practice healthcare, needle exchange programs, substitution of oral sex for intercourse, an outbreak of STD's, and implications of HIV exposure.

Time

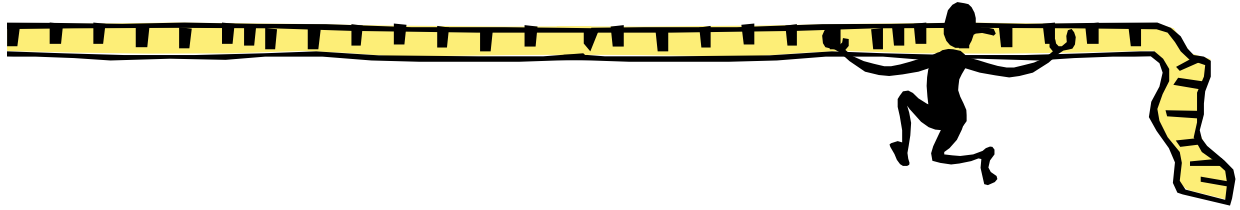
The exercise can be completed in one class period.



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Materials

Copies of several different stories or a video about different HIV/AIDS issues are needed. Pens or pencils are used for this activity. The teacher should collect several stories (about one for every four students) from current media, such as magazines and newspapers.

Instruction

Students will read a scenario about someone with HIV/AIDS. (Another option is to watch a video.)

Students will write a paragraph in which they analyze the consequences of decisions made and discuss the impact of these on personal life, family, and society.

It may be helpful to review characteristics of consequences prior to this activity (i.e. long-term, short-term, intended, unintended, consequences to self and others, predictable, unpredictable, positive, negative).

Relate thinking about consequences to the decision-making process: (1) identify the problem; (2) gather information about the problem; (3) consider the options; (4) consider the consequences of each option; and (5) make a decision. Information on HIV/AIDS is also needed.

Assessment Criteria

Answers will be scored on the following:

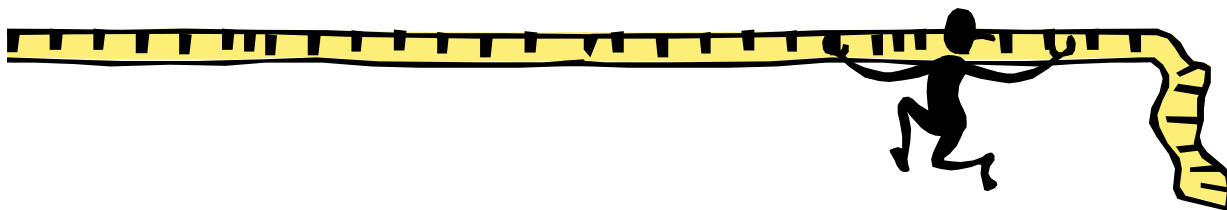
1. How completely and correctly the student demonstrates an understanding of health concepts related to HIV/AIDS.
2. How well the student demonstrates the ability to practice health-enhancing behaviors and reduce health risks.



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3. How well the student demonstrates the ability to analyze the influence of various factors (culture, media, technology, etc.) on health.
4. How well the student demonstrates the use of goal-setting or decision-making skills to enhance health.
5. How well the student demonstrates the ability support personal, family, and community health.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy

Sample Response

Decision-Making Summary

1. I identify the issue the story addresses:

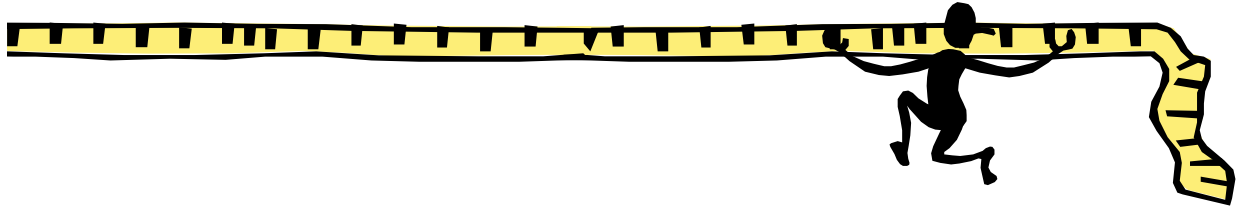
The article describes the story of a teenage couple who did not use protection when engaging in sexual activity. The girl got pregnant and contracted HIV/AIDS. The baby was born with the disease, too.



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2. I identify the decisions and behaviors addressed in the story.

They decided to have sex.

She decided not to use birth control or didn't decide to use birth control.

He decided not to use a condom or didn't decide to use a condom.

She decided to have the baby.

He decided she should keep the baby.

They decided not to get married.

She decided not to stay in high school but to earn her GED.

He decided to stay in high school.

3. Write a paragraph or two about what you think might happen to the people in the story because of the decisions that were made. Work with a partner. One student will focus on negative outcomes and the other will focus on positive outcomes.

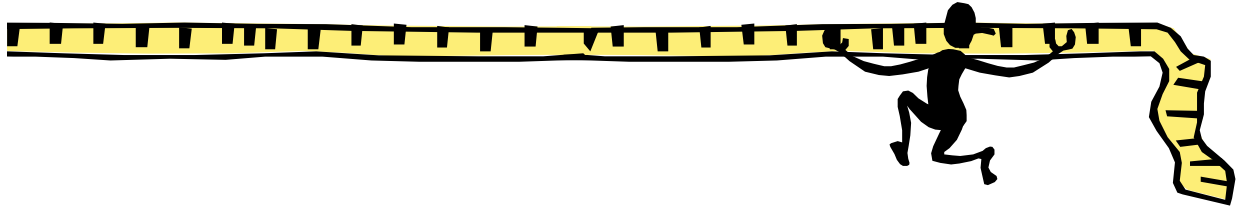
Paragraphs will vary.



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Health Literacy Performance Assessments



Content Area: HIV/AIDS PREVENTION

Performance Event: "To Test or Not to Test—
That is the HIV Question"

Educational Level: High School

Student Instructions

You will be presented with a situation related to HIV/AIDS testing. With a partner use the decision-making worksheet to respond to the situation.

Situation: Your cousin Sam is listening to his favorite radio station. A public service announcement (PSA) reminded Sam of behaviors he had engaged in last year. The PSA encouraged HIV testing. Sam asked you, his cousin, "Do you think I should get an HIV test? I've been worried and thought about getting tested in the past, but the thought of needles for the blood test scares me to death."

What are the choices facing Sam?

What are the pros and cons for each of these choices?

What do you think Sam will decide to do?

Assessment Criteria

Answers will be scored on the following:

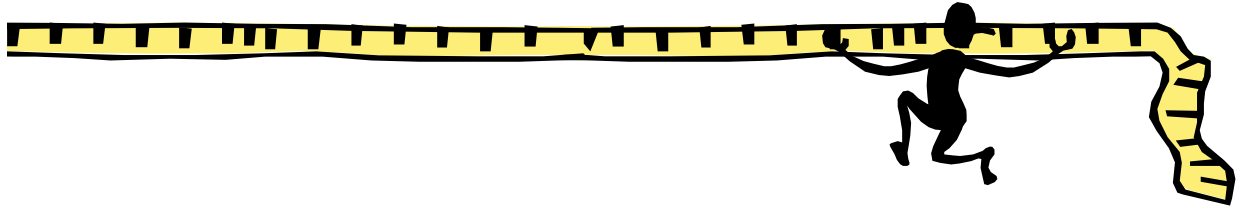
1. How well you understand health information (types of tests) on HIV and AIDS.
2. How well you apply decision-making skills related to HIV testing issues.



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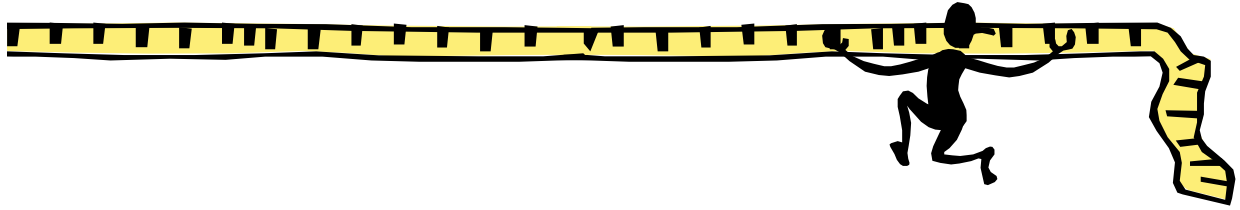
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Content Area: **HIV/AIDS PREVENTION**

Performance Event: **"To Test or Not to Test—
That is the HIV Question"**

Educational Level: **High School**

Teacher Instructions

Curriculum Connections

Family and Consumer Education, Social Studies, Science

Overview

In this event, students will use a decision-making model when faced with a situation related to HIV testing. The student will evaluate the pros and cons of various HIV tests to make a decision about testing and demonstrate an awareness of available testing sites.

Extensions

This performance assessment can provide an introduction to the issue of stigma associated with HIV testing and possible positive findings.

Students could interview friends and acquaintances to learn how these individuals have made decisions to get an HIV test. Students could interview staff from an HIV testing clinic to learn more about testing options and what it is like giving test results.

Requirements

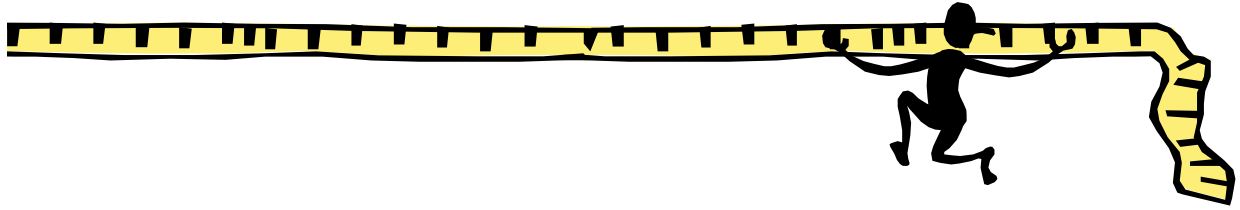
Describe a decision-making model that includes a process of identifying alternative actions and the pro's and con's for selecting each option.



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Explain there are three ways in which blood can currently be tested for HIV. There are two blood tests, and the other is a mucousal swab test which is also known as “oral swab.” Usually the blood tests are performed by a health care provider in a clinic. There is also a home test (called “Access”) that can be bought at a pharmacy and then the blood sample is sent to a laboratory by mail for analysis. Research continues to increase options to improve access for HIV testing. One such improvement is a rapid HIV test that uses a drop of blood from your finger to test for the HIV antibody. This test provides results in 20 minutes. If positive, a second confirmatory test is done. An important reason some people avoid getting an HIV blood test is because of a fear of needle sticks; the oral swab test provides an attractive alternative for these individuals. An oral swab is placed between a person’s cheek and teeth for a few minutes. The swab is then taken out of the person’s mouth and put in a preservative and sent off to a lab for testing. These tests are accurate and reliable.

Time

This event can be conducted in one class period.

Materials

Paper, pencil, decision-making model

Instruction

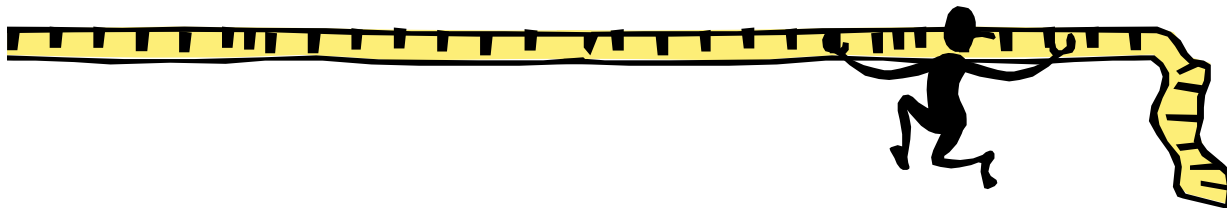
Introduce this topic with a class discussion about the factors that influence a person to decide to get, or not get an HIV test, where these services are available in the community. In this discussion make certain that fear of needles is mentioned. Explain the three major types of HIV tests, including blood tests and swab tests. Both are accurate and reliable. Present an example scenario in which students will apply the decision-making process for HIV testing. A sample scenario might be:



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Your friend recently mentioned that he/she was a little bit worried about whether he/she might have been infected with HIV based on some behaviors in the past. Because your friend had recently been hearing in class about HIV testing he/she is wondering if testing is needed. How could you help your friend make a decision about whether to get an HIV test?

Using this model, students will work with a partner to respond to the situation presented to the student.

Assessment Criteria

Answers will be scored on the following:

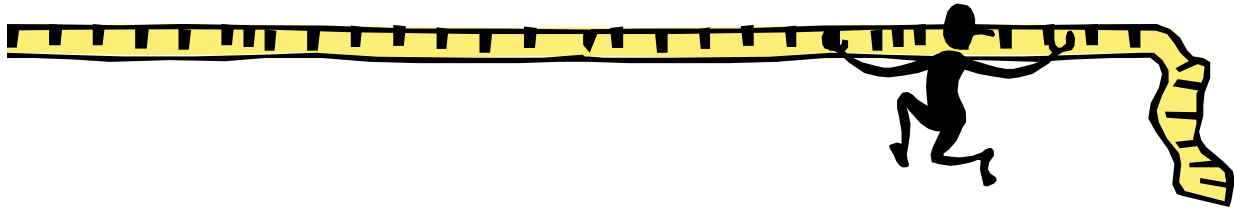
1. How well the student understands health information on HIV and AIDS.
2. How well the student applies a decision-making model to a situation related to an HIV/AIDS issue.

	Wisconsin Health Education Standards
A	Disease prevention and health promotion
B	Health behavior
C	Goal setting and decision-making
D	Accessing accurate information
E	Impact of culture and media
F	Communication skills
G	Advocacy



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Sample Response

The answer may include the following:

The fear of getting needle pricked would drive the individual to a mucousal test.

The need for confidentiality is critical.

The need to know the relative accuracy of each test.

The need to know the availability of each testing option.



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Criteria and General Scoring Rubric

Instructors can make appropriate adaptations for their classrooms.

Name _____

Project Title _____

Date _____

Criteria	Performance Levels			
Information Content Theme Purpose	✓ is accurate and focused ✓ all points are included ✓ shows detailed understanding	✓ somewhat accurate and focused ✓ most points are included ✓ shows some understanding	✓ is not accurate and focused ✓ contains errors ✓ does not show understanding	
Your Score	5	4	3	2 1
Organization Planning Format Decision Making	✓ sequence is logical ✓ all information is organized ✓ plan made and followed	✓ some logical sequence ✓ some organization ✓ plan made but not followed	✓ no logical sequence ✓ disorganized and jumbled ✓ no plan made	
Your Score	5	4	3	2 1
Communication Clarity Language	✓ is clear and interesting ✓ message consistently reaches intended audience ✓ no major writing errors	✓ somewhat clear and interesting ✓ message reaches intended audience most of the time ✓ few major writing errors	✓ not clear and not very interesting ✓ message is lost entirely and does not reach audience ✓ numerous writing errors	
Your Score	5	4	3	2 1
Resources References Technology	✓ numerous sources are reported in correct format ✓ use technology suited to audience & purpose	✓ some sources were used and reported ✓ adequate use of technology for audience or purpose	✓ no outside sources were used or reported did not use technology appropriately	
Your Score	5	4	3	2 1

Performance Average _____ **Total Points** _____

APPENDIX

